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ABSTRACT

To quantify specified relevant items in Kansas secondary school media centers, use of professional selection aids, and authoritarianism tendency of media specialists, a research survey was conducted among a sample of seventy individuals from a population of ninety-five qualified Kansas school media specialists. Item responses were tabulated and tested at the .05 level of confidence by performing chi-square tests on the three dependent variables (relevance, selection aids and authoritarianism) and associated frequencies of six pertinent characteristics of the respondents (age, size of community, educational level of librarian, availability of written book selection policy, size of school enrollment and length of librarian employment). The study determined that a statistically significant relationship exists between the use of professional selection aids, the amount of formal education completed by media specialists, the existence of a written book selection policy, the size of school enrollments and community sizes, and the relevance of Kansas school media collections. A significant relationship also exists between the use of professional selection aids and the existence of a written book selection policy. (Author/NH)

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INTELLECTUAL FREEDOM IN KANSAS HIGH SCHOOL MEDIA CENTERS

A Research Project
Presented to the
Department of Librarianship
Kansas State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master in Library Science

by
Dwain Lewis Scott
April 1972

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ABSTRACT

INTELLECTUAL FREEDOM IN KANSAS HIGH SCHOOL MEDIA CENTERS. To quantify specified relevant items in Kansas secondary school media centers, use of professional selection aids, and authoritarianism tendency of media specialists, a research survey was conducted among a sample of seventy individuals from a population of ninety-five qualified Kansas school media specialists. Item responses were tabulated and tested at the .05 level of confidence by performing chi-square tests on the three dependent variables (relevance, selection aids and authoritarianism) and associated frequencies of six pertinent characteristices of the respondents (age, size of community, educational level of librarian, availability of written book selection policy, size of school enrollment and length of librarian employment). The study determined that a statistically significant relationship exists between the use of professional selection aids, the amount of formal education completed by media specialists, the existence of a written book selection policy, the size of school enrollments and community sizes, and the relevance of Kansas school media collections. A significant relationship also exists between the use of professional selection aids and the existence of a written book selection policy. No statistical significance was determined between the relationship of authoritarianism and the variables; however, over one-third of the respondents reflected strong authoritarianism tendency. The study revealed that with each amount of increase in the degree of formal education completed by respondents, there was, almost without exception an increase in collection relevance. The high association between written book selection policies, selection aids and relevance of collections is a significant conclusion of the study.

Scott, Dwain L.
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CHAPTER I

BACKGROUND AND INTRODUCTION

School Media Specialist and Censorship

Educators and laymen alike agree in principle that to serve schools effectively, school media centers must provide free access to ideas. Freedom to read, like freedom of speech, is essential to the democratic way of life in the school and in the larger society. Freedom of access, however, involves more than unlimited access to limited media. Because the school media center is involved with the total educational program, freedom of access implies unlimited access to media that is both relevant and comprehensive. To be both relevant and comprehensive a school collection must include balanced items reflecting current, socially significant issues. These issues must be communicated through media that is "in tune" with today's youth. Media attuned to youth culture is relevant to youth because it is capable of "turning on" young patrons. This relevance coupled with balance and comprehension are the necessary ingredients for free access to ideas. Only through selection of an appropriate collection can these relevant and comprehensive items be made available to school media center patrons.

The responsibility for material selection is outlined in the School Library Bill of Rights for School Library Media Center Programs approved by the American Association of School Librarians Board of Directors in 1969. The first principle of this bill asserts that the responsibility of the school library media center is "to provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials."[1] In 1970 the American Library Association recommended that selection of instructional material for school libraries include the statement that "reputable, unbiased professionally prepared selection aids should be consulted as guides."[2]

Despite these statements of principle, studies conducted over the past twenty-five years have indicated that library collections are neither relevant nor comprehensive and that librarians use the selection process as a means of voluntary censorship. After a national survey in 1948, Mary Linda Eakin reported that most school librarians restricted the use of material and planned to continue this sort of censorship into the future.[3] Marjorie Fiske, after a combined questionnaire/interview research project, reported in 1959 that in California restrictions on the purchase and distribution of input materials were more the rule than the exception.[4] John J. Farley, interviewing Nassau County senior high school librarians in 1965, concluded that they all performed some type of voluntary censorship.[5] Kenneth L. Donelson reported in 1968, that censorship definitely existed as a problem in Arizona.[6] In 1971 Charles H. Busha uncovered a marked disparity between the attitude of librarians toward intellectual freedom as a concept and toward censorship as an activity. He concluded that a positive relationship exists between librarians' age, sex and attitude toward censorship.[7]

In the National Study of High School English Programs, Dr James R. Squire, executive secretary of the National Council of Teachers of English, reported that today's high school libraries are only partially successful in meeting the demands of student patrons. He also found considerable student dissatisfaction with school library collections and critical shortages of relevant materials.[8] Lester Asheim, library educator and advocate of intellectual freedom, indicated that when a school library followed a negative selection policy based upon the avoidance of controversial materials, the collection became sterile and devoid of ideas dealing with contemporary issues.[9] Marjorie Sullivan, Assistant Professor of Librarianship, Kansas State Teachers College, wrote in 1968 that librarians must choose media with relevant content, a goal requiring them to "embrace their roles, not duck them."[10]

School media specialists face a dilemma in media selection because by profession they are committed to oppose censorship, but personal inclinations and school/community pressures encourage the compromising of professional principles. Since media selection is not an exact science, choices are sometimes open to criticism. Some school media specialists lean toward a cautious approach to avoid controversial materials. Such caution dictates safe choices, not the selection of relevant media for a comprehensive collection to implement educational purposes. This cautious approach to media selection prompted this study.

Purpose of the Study

Questions relating to selection standards in Kansas high school libraries and to patterns underlying voluntary repression of intellectual freedom provoked this investigation. The findings of previous studies may or may not apply to Kansas school media centers. A need, therefore, exists to conduct research on Kansas school library media selection practices with emphasis on the use of selection aids and the relevancy of collections. This study will attempt to assess the relevancy of recent high school media center materials in Kansas.

Definition of Terms

The term "censorship" refers to a conscious effort to prevent acquisition, access or use of relevant comprehensive material because of moral, partisan or doctrinal disapproval.

The term "intellectual freedom" is the antithesis of censorship and refers to unrestricted selection and development of an open collection representing all view points concerning problems and issues of current times.

The term "selection" is used to mean the act of choosing material for acquisition.

The term "selection aid" is a listing of professionally evaluated materials available for acquisition.

The term "selection tool" is a listing of unevaluated materials available for acquisition.

The term "high school media specialist" or "high school librarian" refers to a member of the school's professional staff whose duty includes the responsibility for a library media program in a secondary school.

The term "voluntary censorship" refers to the censorship that a librarian performs of his own free will because of his own convictions or because of anticipated community pressure.

The term "authoritarian beliefs" refers to fascistic and ethnocentric authoritarian tendencies within the California Fascism-Scale.[11]

Hypotheses of the Study

The following hypotheses were established and tested in order to assess the use of selection aids, the relevance of collections and the practice of intellectual freedom by Kansas school media specialists.

A. Agreement with selection concepts.

1. There is a significant relationship between the use of professionally prepared selection aids and the relevance of the collection.

2. There is a significant relationship between the use of professionally prepared selection aids and the following factors:

   a. Age
   b. Sex
   c. Size of the Community
   d. Educational level of the librarian
   e. Written selection policy
   f. Size of the School
   g. Length of librarian employment

B. Relevance of the collection.

3. There is a significant relationship between the relevance of the collection and the elements (a-g) listed in hypothesis A-2 above.

C. Authoritarianism.

4. There is a significant relationship between the attitudes of school media specialists toward characteristic authoritarian beliefs contained in selected F scale items from the authoritarian personality test, and the elements (a-g) listed in hypothesis A-2 above.

5. There is a significant relationship between the attitude of librarians toward authoritarian beliefs and the relevance of the collection or the use of professionally prepared selection aids.

Footnotes

[1] American Library Association, American Association of School Librarians, School Library Bill of Rights, 1969 (Chicago: American Library Association, 1969).

[2] American Library Association, American Association of School Librarians, Policies and Procedures for Selection of Instructional Materials, 1970 (Chicago: American Library Association, 1970).

[3] Mary Linda Eakin, "Censorship in Public High School Libraries," (Unpublished Master's essay, Columbia University, 1948). pp. 15, 16, 77.

[4] Marjorie Fiske, Book Selection and Censorship: A Study of School and Public Libraries in California. (Los Angeles: University of California Press, 1959). pp. 2-3.

[5] John J. Farley, "Book Censorship in the Senior High School Libraries of Nassau County, New York," (Unpublished Doctor's Dissertation, University of New York, 1965). p. 3.

[6] Kenneth L. Donelson, "A Brief Note on Censorship and Junior High Schools in Arizona: 1966-1968," (Unpublished essay, ERIC, ED 031503). p. 30.

[7] Charles H. Busha, "The Attitudes of Midwestern Publid Librarians Toward Intellectual Freedom and Censorship," (Unpublished Doctor's Dissertation, Indiana University, 1971). pp. 123-124.

[8] James R. Squire et. al., "Student Reading and the High School Library," School Libraries, (Summer 1967). pp. 11-19.

[9] Lester Asheim, "Not Censorship but Selection," Wilson Library Bulletin (September, 1963).

[10] Marjorie Sullivan, "Reading for Relevance," Library Journal (December 1968). pp. 4693-4695.

[11] T.W. Adonno, et. al., The Authoritarian Personality (New York: Harper, 1950). pp. 224-270.

CHAPTER II

RESEARCH METHODOLOGY

Selection of the Sample

The research methodology and procedures used to obtain data for the support or rejection of the hypotheses of this study were developed after the general purpose and scope had been delineated. These procedures include: (a) identification of the population, (b) choice of variables, (c) development of the questionnaire, (d) determination of the procedure for analyzing the data.

Survey research techniques were chosen as the means of collecting data because of a large geographically dispersed population.

The Population

A questionnaire was sent to ninety-five Kansas high school media specialists. This group constitutes the complete population that meets the following criteria.

1. The school district in which the high school is located, must have expended at least $6,000 on library and audio-visual material during 1969-1970 as documented in the Kansas State Department of Education Annual Statistical Report 1969-1970. The district expenditure of $6,000 on school media represents approximately ten percent of the standard established by the American Library Association.[1]

2. The school must have an enrollment of over 300 students as documented in the Kansas State Department of Education Educational Directory 1970-1971.

3. If a district has more than one secondary school, all schools with enrollment over 300 were surveyed.

The sample population of ninety-five schools represents twenty-four percent of the total 396 Kansas public secondary schools. The selected schools contain 56 percent of all Kansas high school students (90,266/159,991).

The population includes schools from all six Kansas School Library Districts as defined in the Kansas Association of School Librarians Directory 1970-1971.[2] Unequal distribution between districts reflects population concentrations. The mailing list for the qualified population is contained in Appendix I. School distribution by district is as follows:

District	Number of Schools
1	26
2	17
3	28
4	12
5	8
6	6

The Factors

Although the population is probably comprised of relatively homogeneous elements, several variables have been identified. Independent elements include:

a. Sex

b. Age

c. Education

d. Community Size

e. School Size

f. Length of Employment

g. Written Book Selection Policy

Dependent elements include:

a. Relevance of Collection

b. Selection Tools and Aids

c. Authoritarian Tendencies

The Questionnaire

The key problem in this research was the structuring of a questionnaire which would measure exactly what it proposed to measure--the use of selection aids and the reflection of this use on the collection, and librarian authoritarian attitudes.

The questionnaire was divided into four parts. The first part deals with information from which pertinent facts about the independent elements can be extracted for each respondent. The three numbered sections contain the various items or questions designed to provide dependent information.

The first numbered section, Section I, was organized to determine the relevancy of collections. It is composed of a sub-section on books and a sub-section on other media. All selected books have been professionally recommended for high schools. Forty-five percent of selected books have been listed in Top of the News, "Best Books for Young Adults." Selection sources are contained in Appendix II. Four books were selected in each of the following five categories (1) Drugs, (2) Race, (3) Sex, (4) War, (5) Environment. The second sub-section of Section I was composed of eleven categories, eight of which contain selected magazines and newspapers recommended by Bill Katz in Magazines for Libraries.[3] The other three categories were government reports, films and filmstrips, and recorded music. One third of the selected magazines were rated as the best in their field. Three items were selected in each of the following eleven categories:

a. Subject
    1. Political (Right)
    2. Political (Left)

3. Civil liberty
4. Race
5. Religion
6. Youth
7. Education and Psychology

b. Form
   1. Government reports
   2. Underground newspapers
   3. Filmstrips and Films
   4. Recorded music

Section II of the questionnaire contained thirteen selection aids and seven selection tools with a frequency of use scale. Data from this section is used on an ordinal scale to determine use frequency of key selection aids.

Section III of the questionnaire contained ten questions from the California F-scale test of authoritarian personality. This section was included because censorship appears to be very closely related to an underlying authoritarian belief.[4] These questions were selected from the revised Forms 45 and 40 of the F scale. The items used in the present investigation were selected because they had demonstrated the highest degree of discriminatory power. F scale items which were no longer timely or which had lower discriminatory power were eliminated.

Organization of the Measuring Instrument

A covering letter was attached to the six-page instrument. The letter identified the investigator, gave his address, justified the study in general terms, and promised both personal and institutional anonymity of replies.

Mailing of the Questionnaire

The questionnaires were mailed to respondents the 26th of January 1972. The complete mailing consisted of the six-page questionnaire, a cover letter from the Director of the Department of Librarianship, a cover letter from the investigator, and a self-addressed, stamped envelope. Respondents were urged to return the questionnaire within ten days. After a two-week period had passed, a follow-up letter encouraging participation was sent to respondents who had not yet replied. By 24 February eighty-one percent of the questionnaires had been returned. Copies of the questionnaire, cover letters and follow-up letter are provided in Appendices III and IV.

Return of the Questionnaire

Of the 95 questionnaires mailed to respondents, 77 were returned, a response rate of eighty-one percent of the total. Seven of the instruments were either incomplete or improperly filled out and were discarded as unusable. The final data in this study, consequently, were based on the replies of 70 Kansas high school media specialists, and that number represents a total response rate of 73.7 percent from the sample.

Footnotes

[1] American Library Association, *Standards for School Media Programs* (Chicago: American Library Association, 1969). p. 35.

[2] *Kansas Association of School Librarians Directory 1970-1971*. (Columbus: Southeast Kansas Area Vocational-Technical School, 1970).

[3] Bill Katz, *Magazines for Libraries* (New York: R.R. Bowker Co., 1969).

[4] Charles H. Busha, "The Attitude of Midwestern Public Librarians Toward Intellectual Freedom and Censorship," (Unpublished Doctor's Dissertation, Indiana University, 1971). p. 122.

CHAPTER III

ANALYSIS OF THE DATA

Some Characteristics of the Sample

Eighty-six percent, or 60, of the respondents were females, and fourteen percent, or 10, were males. This limited sample of male respondents required elimination of the sex variable. Twenty-six percent of the respondents were under thirty years of age, seventeen percent were between thirty and forty years old and fifty-seven percent were over forty. Of the respondents, thirty-six percent had been employed as school librarians less than five years, twenty-six percent had been employed between five and ten years and thirty-eight percent had been employed over ten years. Fifty-six percent of the respondents did not have a fifth year library science degree, but forty-nine percent of this group had completed over twenty graduate library hours. Twenty-nine percent had completed between ten and twenty hours, ten percent had completed less than ten hours and twelve percent had completed no graduate library hours. Forty-six percent of the respondents surveyed stated that their libraries did not have a written book selection policy. In respect to the size of the school enrollment, thirty percent of the questionnaires were returned from schools under 500, thirty-seven percent from schools with enrollments between 500 and 1,000, fourteen percent from schools with enrollments between 1,000 and 1,500, and nineteen percent with enrollments over 1,500. Fifty-four percent of the returned questionnaires came from communities with populations under 10,000, twenty-three percent were from communities with populations between 10,000 and 25,000, six percent of the communities had populations of 25,000 to 50,000 and seventeen percent of the schools were located in communities of over 50,000.

Table 1 contains the number and percentage of questionnaires returned according to Kansas School Library Districts. As can be seen in the table, the highest rate of return was from district four and the lowest rate was from district five. The rate of return from all districts was over sixty percent.

TABLE 1

NUMBER AND PERCENTAGES OF QUESTIONNAIRES RETURNED ACCORDING TO KANSAS SCHOOL LIBRARY DISTRICTS*

District	Number Librarians Selected in the Sample	Usable Questionnaires Returned	Percentage of Returns
1	26	17	65
2	17	12	71
3	28	22	79
4	12	10	83
5	8	5	63
6	6	4	67
Totals	95	70	74

*77 questionnaires were returned, of which 70 were usable. The overall rate of return was eighty-one percent, and the rate of return of usable questionnaires was seventy-four percent.

Scoring and Coding of Item Responses

After the incomplete and improperly marked questionnaires had been eliminated, the usable 70 instruments were scored and coded manually. The data were then punched on machine readable cards at the Kansas State Teachers College Computing Center.

The first step in analyzing the collected data was the manual scoring of all responses to weighted items on the questionnaire. Weighting and scoring procedures were as follows:

1. Section I of the questionnaire was assigned a score composed of the summation of all items after the following weighting.

a. Each listed item contained in the collection was given a weight of one point.

b. Each collection containing at least one listed item within a category was given a weight of two points for that category.

2. Section II of the questionnaire was assigned a score composed of the summation of all items after the following weighting. This weighting was a developed numerical ranking for each fixed response on a scale containing predetermined units of measure. The numerical value was developed to indicate a differentiation between collections and the use of selection aids. The lowest possible numbers (0-2) were used to facilitate summation of data and reduce the number of required fields for automating observations.

a. The scale used for weighting selection aids was as follows:

Frequently use	Seldom use	Never use
(2)	(1)	(0)

b. The scale used for weighting selection tools was as follows:

Frequently use	Seldom use	Never use
(0)	(1)	(2)

3. Section III of the questionnaire was assigned a score composed of the summation of all items after the following weighting.

Strongly agree	Agree	Disagree	Strongly disagree
(3)	(2)	(1)	(0)

Scores on all three sections were rated as low or high. This classification range was used to group librarians into descriptive categories.

Item Analysis

Table 2 contains the items listed in Section I of the questionnaire ordered by subject. This table also presents the number and percent of the sample that included the selected items in their collections. Over fifty percent of the collections contained at least one of the relevant books on drugs, race, sex and environment. The selected book items contained in the most collections were the race book, I Know Why The Caged Bird Sings and the legal environmental book, Under 21: A Young Peoples' Guide to Legal Rights. Both of these books were on hand in sixty-three percent of the collections. Over forty percent of the collections contained at least one relevant periodical oriented toward race, education and psychology, the political right and the political left. Eighty-one percent of the collections included the periodical Psychology Today. Only seven percent of the collections contained a periodical oriented toward civil liberties and only three percent included a youth oriented periodical. Thirty-nine percent of the collections contained one of the selected government reports and thirty percent included one of the films or filmstrips. Twenty-four percent of the sample included selected recorded music but only one collection contained an underground newspaper.

Table 3 contains the items listed in Section II of the questionnaire ordered by selection aids and tools. This table presents the number and percent of the sampled population that indicated frequent use of each item. Over ninety percent of the population uses students and teachers in the selection process. Over seventy-five percent of the population uses

TABLE 2

PERCENT OF COLLECTIONS THAT CONTAINED POTENTIAL SCHOOL MEDIA ITEMS

Category	Title	Number of collections containing item.*	Percent of sample containing item.
Books			
Drugs			
	Brenner, Drugs and Youth: Medical, Psychiatric, and Legal Facts.	37	53
	Romm, The Open Conspiracy: What America's Angry Generation is Saying.	5	7
	Thorp, The Music of Their Laughter.	12	17
	Travers, Each Others Victims.	26	37
Race			
	Angelou, I Know Why the Caged Bird Sings.	44	63
	Gregory, Hey White Girl.	43	61
	Joseph, The Me Nobody Knows.	38	54
	Moody, Coming of Age in Mississippi.	36	51
Sex			
	Friends, Society of, American Friends Service Committee, Who Shall Live?	28	40
	Guttmacher, Understanding Sex: A Young Person's Guide.	25	36
	Rossman, Two Children by Choice.	23	33
	Thompson, The House of Tomorrow.	40	57
War			
	Gaylin, In the Service of Their Country: War Resisters in Prison.	22	31
	Glazer, Songs of Peace, Freedom, and Protest.	26	37
	Hammer, One Morning in the War: The Tragedy at Son My.	24	34
	Lowenfels, The Writing on the Wall.	25	36
Environment			
	Brimingham, Our Time is Now: Notes from the High School Underground.	29	41
	Disch (ed.), The Ecological Conscience: Values for Survival.	17	24
	Dorman, Under 21: A Young People's Guide to Legal Rights.	44	63
	Kunen, The Strawberry Statement.	35	50

TABLE 2 (Continued)

Category	Title	Number of collections containing item.	Percent of sample containing item.
Other			
Subject			
Political (Right)			
	Christian Economics	0	0
	Human Events	2	3
	National Review	31	44
Political (Left)			
	CAW	1	1
	New Leader	1	1
	The Nation	38	54
Civil Liberty			
	Civil Liberties	5	7
	Sane World	0	0
	The Peacemaker	2	3
Race			
	Black Panther	8	11
	Ebony	45	64
	Freedomways	2	1
Youth			
	In Magazine	1	1
	Noonmark	2	3
	Way Forum	1	1
Education & Psychology			
	Integrated Education	2	3
	Lovejoy's Guidance Digest	18	26
	Psychology Today	57	81
Form			
Government Reports			
	Report of the Commission on Campus Unrest.	27	39
	Report of the Commission on Obscenity and Pornography	12	17
	Report of the Commission on Violence in America	33	38
Underground Newspapers			
	Avatar	1	1
	The Village Voice	0	0
	Thought	0	0
Films and Filmstrips			
	About Venereal Disease	21	30
	LSD: Insight or Insanity?	18	26
	Marijuana	21	30
Recorded Music			
	"Hair"	8	11
	"Jesus Christ Superstar"	17	24
	"Tommy the Who"	5	7

*Includes items on-order

School Library Journal, Senior High School Catalogue, and Booklist frequently in selection. Less than twenty percent of Kansas School Media Specialists use Choice, Film Evaluation Guide (EFLA), Local Selection Committees or Bailey-Film Associates Catalogue. Over fifty percent of the sampled population frequently use the selection tools Books for Kansas Schools, Kansas 1970 Selection Aids for Elementary Junior High and Senior High School Libraries, and Subject Guide to Books in Print for selection. Less than ten percent of the sample population indicated frequent use of Ayer Directory of Newspapers and Periodicals, Forthcoming Books, and NICEM Series.

TABLE 3

PERCENT OF POPULATION THAT
FREQUENTLY USES SELECTION AIDS/TOOLS

Item	Number of population using frequently	Percent of population using frequently
Selection Aids		
Bailey-Film Associates Catalogue.	12	17
Booklist.	60	85
Choice.	13	18
Fiction Catalogue.	24	34
Film Evaluation Guide (EFLA).	11	15
Kansas State Reading Circle.	51	73
Magazines for Libraries.	23	33
Selection Committee (Local).	10	14
Senior High School Catalogue.	54	77
School Library Journal.	54	77
Students.	62	90
Teachers.	65	93
Top of the News.	18	25
Selection Tools.		
Ayer Directory of Newspapers and Periodicals.	5	7
Books for Kansas Schools.	42	60
Cumulative Book Index.	13	19
Forthcoming Books.	6	8
Kansas 1970 Selection Aids for El. Jr. & Sr. High School Libraries.	46	65
NICEM Series.	6	8
Subject Guide to Books in Print.	36	51

The investigation of the antidemocratic attitudes of respondents in this study was not made in order to identify and to label certain media specialists as authoritarians. It was undertaken in order to determine if a significant relationship existed between authoritarian attitudes, use of selection aids and tools, relevance of collections, and independent variables. Table 4 shows the number and percent of the sampled population that agreed with each selected item of the F scale on authoritarianism. According to the expressed attitude of sixty-seven percent of the respondents, "Human nature being what it is, there will always be war and conflict." Sixty percent of the surveyed Kansas high school media specialists agreed with the statement, "What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith."

TABLE 4

PERCENT OF POPULATION THAT AGREED
WITH EACH SELECTED ITEM OF THE F SCALE ON AUTHORITARIANISM

Selected Question	Number of population that agreed	Percent of population that agreed
1. Obedience and respect for authority are the most important virtues children should learn.	25	36
2. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.	30	43
3. What the youth needs more is strict discipline, rugged determination, and the will to work and fight for family and country.	30	43
4. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.	11	16
5. Science has its place, but there are many important things that can never be understood by the human mind.	32	46

TABLE 4 (Continued)

Selected Question	Number of population that agreed	Percent of population that agreed
6. No weakness or difficulty can hold us back if we have enough will power.	30	43
7. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.	42	60
8. Human nature being what it is, there will always be war and conflict.	47	67
9. The wild sex life of the old Greeks and Romans was tame compared to some of the going-on in this country.	12	17
10. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.	13	18

Testing of the Null Hypotheses

In this study the hypotheses all included statements of significance between two or more pertinent variables, and each hypothesis could be stated as $\mu_1 - \mu_2 > 0$. The hypotheses which were tested, however, represented the contrary of predictions from related theories and from expectations of the investigator. The investigator anticipated that there would be a difference between and among the variables and that the difference would be sufficient to warrant the rejection of the hypotheses in favor of alternatives. To insure that the results would carry conviction to others a high level of significance of five percent was established to justify a categorical decision to reject or to retain the hypotheses. Testing at the .05 level of significance decreased the probability of a Type I error, which is the rejection of a hypothesis when it is indeed true. An automated chi-square test was performed on the observed frequencies of the variables by the Kansas State Teachers College Computing Center. The chi-square factors were converted to probability factors through the use of chi-square distribution tables.[1] The significance of each variable along with the chi-square factor is presented in Table 5.

TABLE 5

SIGNIFICANCE OF VARIABLES

Variable	Degrees of Freedom	X^{2*}	e (Probability)										
			95	90	80	70	50	30	20	10	.02	.01	.001
Relevance													
Selection Aids	1	8.3411										XX	
Authoritarianism	1	0.4670					XX						
Age	2	0.5655			XX								
Education	4	25.1749											XX
Book Selection Policy	1	6.8629										XX	
Size of School Enrollment	3	28.7986											XX
Size of Community	3	20.0294											XX
Length of Employment	2	0.3164		XX									
Authoritarianism													
Selection Aids	1	1.9620						XX					
Age	2	0.9258				XX							
Education	4	0.8351	XX										
Book Selection Policy	1	0.0320		XX									
Size of School Enrollment	3	5.7128						XX					
Size of Community	3	3.5159					XX						
Length of Employment	2	2.1303				XX							
Selection Aids													
Age	2	5.1884								XX			
Education	4	8.7564								XX			
Book Selection Policy	1	5.5791									XX		
Size of School Enrollment	3	2.5005					XX						
Size of Community	3	5.2095							XX				
Length of Employment	2	3.1149						XX					

*Yates Correction factor used.

Frequency data for the chi-square test was developed by the division of the three dependent variables (relevance, authoritarianism and selection aids) into high scores and low scores. The division was based on the assumption that the sample included both strong and weak elements. The three dependent variables were each separated at the mean into two elements. The frequency of high or low independent variable scores within each dependent variable segment was tabulated and the chi-square test performed on these frequencies. The tabulated frequency for each variable is shown in Tables 6, 7 and 8.

TABLE 6

FREQUENCY OF VARIABLE OCCURRENCE
ABOVE AND BELOW THE MEAN OF RELEVANCE

Variable	Collections above the mean in relevance	Collections below the mean in relevance
Number of Librarians above the mean in use of selection aids.	23	10
Number of Librarians below the mean in use of selection aids.	13	24
Number of Librarians above the mean in authoritarianism.	23	19
Number of Librarians below the mean in authoritarianism.	13	15
Number of Librarians under 30 years of age.	8	10
Number of Librarians between 30-40 years of age.	6	6
Number of Librarians over 40 years of age.	22	18

TABLE 6 (Continued)

Variable	Collections above the mean in relevance	Collections below the mean in relevance
Number of Librarians with only a BA Degree.	2	4
Number of Librarians with a BA Degree and 0-10 graduate library science hours.	0	4
Number of Librarians with a BA Degree and 10-20 graduate library science hours.	0	11
Number of Librarians with a BA Degree and over 20 graduate library science hours.	10	8
Number of Librarians with a MLS Degree.	24	7
Number of Libraries with a written Book Selection Policy.	25	13
Number of Libraries without a written Book Selection Policy.	11	21
Number of Libraries in schools with enrollment under 500.	4	17
Number of Libraries in schools with enrollment between 500-1,000.	10	16
Number of Libraries in schools with enrollment between 1,000-1,500	9	1
Number of Libraries in schools with enrollment over 1,500	13	0
Number of Libraries in communities under 10,000.	11	27
Number of Libraries in communities 10,000-25,000.	10	6
Number of Libraries in communities 25,000-50,000	4	0
Number of Libraries in communities over 50,000.	11	1

TABLE 6 (Continued)

Variable	Collections above the mean in relevance	Collections below the mean in relevance
Number of Librarians employed less than 5 years.	12	13
Number of Librarians employed 5-10 years.	9	9
Number of Librarians employed over 10 years.	15	12

TABLE 7

FREQUENCY OF VARIABLE OCCURRENCE ABOVE AND BELOW THE MEAN OF AUTHORITARIANISM

Variable	Collections above the mean in authoritarianism	Collections below the mean in authoritarianism
Number of Librarians above the mean in use of selection aids.	18	15
Number of Librarians below the mean in use of selection aids.	14	23
Number of Librarians under 30 years of age.	9	9
Number of Librarians between 30-40 years of age.	4	8
Number of Librarians over 40 years of age.	19	21
Number of Librarians with only a BA Degree.	2	4
Number of Librarians with a BA Degree and 0-10 graduate library science hours.	1	3

TABLE 7 (Continued)

Variable	Collections above the mean in authoritarianism	Collections below the mean in authoritarianism
Number of Librarians with a BA Degree and 10-20 graduate library science hours.	10	1
Number of Librarians with a BA Degree and over 20 graduate library science hours.	6	12
Number of Librarians with a MLS Degree.	13	18
Number of Libraries with a written Book Selection Policy.	17	21
Number of Libraries without a written Book Selection Policy.	15	17
Number of Libraries in schools with enrollment under 500.	14	8
Number of Libraries in schools with enrollment between 500-1,000.	11	15
Number of Libraries in schools with enrollment between 1,000-1,500.	2	8
Number of Libraries in schools with enrollment over 1,500.	5	7
Number of Libraries in communities under 10,000.	21	17
Number of Libraries in communities 10,000-25,000.	5	11
Number of Libraries in communities 25,000-50,000.	2	2
Number of Libraries in communities over 50,000.	4	8
Number of Librarians employed less than 5 years.	10	14
Number of Librarians employed 5-10 years.	11	7

TABLE 7 (Continued)

Variable	Collections above the mean in authoritarianism	Collections below the mean in authoritarianism
Number of Librarians employed over 10 years.	11	16

TABLE 8

FREQUENCY OF VARIABLE OCCURRENCE ABOVE AND BELOW THE MEAN OF SELECTION AIDS

Variable	Collections above the mean in selection aids	Collections below the mean in selection aids
Number of Librarians under 30 years of age.	6	12
Number of Librarians between 30-40 years of age.	9	13
Number of Librarians over 40 years of age.	22	18
Number of Librarians with only a BA Degree.	3	3
Number of Librarians with a BA Degree and 0-10 graduate library science hours.	1	3
Number of Librarians with a BA Degree and 10-20 graduate library science hours.	2	9
Number of Librarians with a BA Degree and over 20 graduate library science hours.	11	7
Number of Librarians with a MLS Degree.	20	11
Number of Libraries with a written Book Selection Policy.	25	13

TABLE 8 (Continued)

Variable	Collections above the mean in selection aids	Collections below the mean in selection aids
Number of Libraries without a written Book Selection Policy.	12	20
Number of Libraries in schools with enrollment under 500.	9	12
Number of Libraries in schools with enrollment between 500-1,000.	13	13
Number of Libraries in schools with enrollment between 1,000-1,500.	7	3
Number of Libraries in schools with enrollment over 1,500.	8	5
Number of Libraries in communities under 10,000	17	21
Number of Libraries in communities 10,000-25,000.	10	6
Number of Libraries in communities 25,000-50,000.	4	0
Number of Libraries in communities over 50,000.	6	6
Number of Librarians employed less than 5 years.	10	15
Number of Librarians employed 5-10 years.	12	6
Number of Librarians employed over 10 years.	15	12

Rejection of Null Hypotheses

With a .05 probability rejection level, it can be said that should this experiment be repeated, only once in 20 trials would a chi-square of six (or more) occur if the null hypothesis is true. The results may be marked "significant at the .05 level," therefore, on the grounds that divergence of observed from expected results is too unlikely of occurrence to be accounted for solely by sampling fluctuations. In general, a null hypothesis can safely be discarded whenever the probability is .05 or less.[2]

The null hypothesis of hypothesis A-1, that there is no significant relationship between the use of professionally prepared selection aids and the relevance of the collection can be rejected at a confidence level of .01 (in not more than one in 100 trials would the null hypothesis be true).

The null hypothesis of hypothesis A-2-e, that there is no significant relationship between the use of professionally prepared selection aids and a written book selection policy can be rejected at a confidence level of .02.

The null hypotheses of hypotheses B-3-d, B-3-e and B-3-f, that there is no significant relationship between the relevance of the collection and the educational level of the librarians, size of the school enrollment, and size of the community can all be rejected at a confidence level of .001.

The null hypothesis of hypothesis B-3-e, that there is no significant relationship between the relevance of the collection and a written book selection policy, can be rejected at a confidence level of .01.

Retention of Null Hypotheses

No valid measurment could be made of the sex variable because of the small sample of male librarians (10/70).

No valid confidence levels on hypotheses C (authoritarianism) were established therefore no null hypotheses on authoritarianism can be rejected.

The null hypothesis of hypothesis B-3-a, that there is no significant relationship between the relevance of the collection and the age of the librarian cannot be rejected at an adequate confidence level and must be retained.

The null hypotheses of hypotheses A-2-a, c, d, f, and g, that there is no significant relationship between the use of professionally prepared selection aids and age, size of community, educational level of librarians, size of school and length of librarian employment cannot be rejected at an .05 confidence level and must be retained.

Footnotes

[1] Richard Stevens Burington and Donald Curtis May, *Handbook of Probability and Statistics with Tables*. (New York: McGraw-Hill, 1970). pp. 386-387.

[2] Henry E. Garrett. *Statistics in Psychology and Education*. (New York: David McKay Company, 1971). p. 255.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Purpose and Procedure of the Study

The purpose of this study was to investigate the relevancy of recent media materials in Kansas high schools and to determine the relationships between relevance, use of professional selection aids, and authoritarianism. As a correlate of this purpose, the study was also designed to ascertain the relationship between relevance, selection aids, authoritarianism and the variables of age, size of community, educational level of librarians, written book selection policies, size of school enrollments and length of librarian employment.

By means of survey research among a sample of seventy individuals from a population of ninety-five qualified school media specialists, the study sought to quantify collection relevance, use of selection aids and certain beliefs contained in selected items from Adorno's F scale. The sample size was approximately seventy-four percent of the population size. A mailed questionnaire was used to collect the necessary data.

The questionnaire used to gather the data contained the following tests: (1) a list of professionally recommended relevant media items was designed to measure the relevancy of the collection; (2) a list of selection aids and tools was constructed to measure frequency use of key selection aids; (3) ten items taken from the F scale on authoritarianism, designed to measure the potential of an individual to accept fascist ideology.

Item responses from the returned usable questionnaires were tabulated and divided at the mean into high and low scores. Twenty-one null hypotheses were then tested at the .05 level of confidence by performing a chi-square test on the dependent variables and associated frequencies of six pertinent characteristics of the respondents, which were the independent variables.

This research was basically exploratory and descriptive. Previous to this study, very little investigation had been made of the relationship between Kansas high school collections and demographic and sociological characteristics of the respondents. This concluding chapter will summarize what the findings of the present study indicate about the relationships between relevancy of collections, selection aids, authoritarianism and age, size of community, educational level of media specialists, written book selection policy, size of school enrollment and length of librarian employment.

Relationship of collection relevance to variables

Taking the evidence from results of the relevance test, some general conclusions can be drawn about the characteristics of Kansas high school libraries and librarians and the relevancy of collections. There is a significant relationship between the use of proper selection aids and the relevancy of collections. Only fourteen percent of librarians above the mean in use of selection aids had collections below the mean in relevancy, but thirty-four percent of librarians below the mean in use of selection aids had collections below the mean in relevancy. There is a significant relationship between the amount of formal education completed by Kansas high school librarians and the relevancy of collections. For seventy percent of the collections above the mean in relevancy, the media specialist had completed a Master of Library Science Degree; however, for only twenty-percent of the collections below the mean in relevancy, had the media specialist completed a Master of Library Science Degree.

There is a significant relationship between the collection relevancy and a written book selection policy. Seventy percent of libraries above the relevance mean had a written book selection policy and sixty percent of those below the mean did not have a written book selection policy.

Both the size of the school enrollment and the size of the community were significant to collection relevance. Eighty percent of collections below the mean in relevancy were in communities under 10,000. Ninety-four percent of collections below the mean in relevancy were located in schools with enrollment less than 1,000.

Relationship of Authoritarianism to Variables.

No statistical significance was determined between the relationship of authoritarianism to the variables, but some significant observations can be made. Thirty-eight percent of the total responses agreed with the authoritarianism statements. Sixty percent of the surveyed Kansas high school media specialists agreed with the statement, "What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith."

Relationship of Selection Aids to Variables

A significant relationship exists between the use of professional selection aids and the existence of a written book selection policy. Seventy-one percent of school media specialists that had a written book selection policy were above the mean in use of selection aids. Fifty-eight percent of media specialists who did not have a written book selection policy were below the mean in use of selection aids. Although the age and education of media specialists was not significant at the .05 level, it did fall between .05 and 10 which indicates a relationship would exist in one out of ten trials.

Conclusions and Recommendations

The most significant result of this study, in the opinion of the investigator, is that the data showed a marked relationship between the relevance of Kansas high school media collections and the selection aids, level of education of media specialists and written book selection policies.

The association found between the amount of formal education completed by respondents and the relevance of collections may have implications for the education of media specialists. This study revealed that with each amount of increase in the degree of formal education completed by respondents, there was, almost without exception, an increase in collection relevance. In view of this finding, continued education through the Master in Library Science Degree may be an important method for promoting relevant collections.

The association between written book selection policies, selection aids and relevancy of collections that was isolated by the study is, perhaps, an essential for relevant collections.

Recommendations for Additional Study

This study raises some questions concerning media specialists, relevancy of collections and selection aids that can be answered only on the basis of rigorous research. The research contained in this study is one part of a mosaic that if completed with more depth and variety could result in a broad picture of collection relevancy and selection aids in Kansas high school media centers. A full mosaic, including other parts of the United States, could portray the state of young peoples' freedom of access to ideas through the school media center, or possibly more important, the lack of freedom.

Additional research should be conducted to refine the tools used in this study and to insensitize interacting variables.

Conclusion

If the assumption is accepted that librarianship is a recognized profession, then the responsibility must also be accepted for members of the profession to establish adequate educational levels to provide for development of a systematic body of theory. In addition, the profession should insure that adequate professional tools are utilized to provide the maximum level of intellectual freedom through relevant collections.

APPENDIX I

ADDRESSES OF THE POPULATION

Questionnaires were sent to the librarians at the following addresses.

High School Librarian:

300 E. Jackson
Iola, Kansas
66749

North Oak Street
Garnett, Kansas
66002

Drawer D
Medicine Lodge, Kansas
67104

Box 368 Ellingwood, Kansas
67506

2027 Morton
Great Bend, Kansas

North Main
Hoisington, Kansas
67544

Fort Scott, Kansas
66701

1st and Kickapoo
Hiawatha, Kansas
66434

Box 158
Towanda, Kansas
67144

1747 N. Andover Road
Andover, Kansas
67002

2020 Ohio
Augusta, Kansas
67010

Paisley Lane
El Dorado, Kansas
67042

500 W. Maple
Columbus, Kansas
66725

Clay Center
67432

500 E 9th
Winfield, Kansas
67005

Girard, Kansas
66743

14th and Broadway
Pittsburg, Kansas, 66762

1300 North Cedar
Abilene, Kansas
67410

Chapman, Kansas
67431

19th and Louisiana
Lawrence, Kansas
66044

323 W. 12th
Hays, Kansas
67601

C-Box
Ellsworth, Kansas
67439

1412 N. Main
Garden City, Kansas
67846

1601 First Ave.
Dodge City, Kansas
67901

11th & Ash Street
Ottawa, Kansas
66067

9th & Westside
Junction City, Kansas
66441

113 North Colorado
Ulysses, Kansas
67880

414 N. Maple
Eureka, Kansas
67045

211 N. Anthony
Anthony, Kansas
67003

130 W. Broadway
Newton, Kansas
67114

Box 586
Gardner, Kansas
66030

Box 469
DeSoto, Kansas
66018

600 East Prairie
Olathe, Kansas
66061

7500 Mission Rd.
Shawnee Mission, Kansas
66208

7401 Johnson Drive
Shawnee Mission, Kansas
66202

12701 W. 67th
Shawnee Mission, Kansas
66216

5800 W. 107th
Shawnee Mission, Kansas
66207

8800 W. 85th St.
Shawnee Mission, Kansas
66212

260 West Kansas
Kingman, Kansas
67068

31st and Norton
Parsons, Kansas
67357

Altamont, Kansas
67330

10th and Halderman
Leavenworth, Kansas
66048

801 East 1st
McPherson, Kansas
67460

216 West Sixth
Emporia, Kansas
66801

Fifth and Brown
Osawatomie, Kansas
66064

124 West 5th
Box 606
Beloit, Kansas 67420

8th and Roosevelt
Coffeyville, Kansas
67337

1301 North 10th
Independence, Kansas
67301

Council Grove, Kansas
66846

Box 758
Elkhert, Kansas
67950

400 So. Highland & Chanute
Chanute, Kansas
66720

Overbrook, Kansas
66524

Larned, Kansas
67550

401 South Hamilton
Pratt, Kansas
67124

14th At Severance
Hutchinson, Kansas
67501

Nickerson, Kansas
67561

Buhler, Kansas
67522

Douglas and Washington
Lyons, Kansas
67554

2100 Puyntz
Manhattan, Kansas
66502

Plainville, Kansas
67663

565 State
Russell, Kansas
67665

Salina Central
Front & Crawford
Salina, Kansas
67401

Salina South
730 Magnolia Rd.
Salina, Kansas
67401

712 Main
Scott City
67871

Wichita East
2301 E. Douglas
Wichita, Kansas
67211

Wichita Heights
5301 N. Hillside
Wichita, Kansas
67219

Wichita North
1437 Rochester
Wichita, Kansas
67203

Wichita South
701 W. 33d St.
South Wichita, Kansas
67217

Wichita Southeast
903 S. Edgemoor
Wichita, Kansas
67213

801 East Madison
Derby, Kansas
67037

2100 West 55th St.
South Wichita, Kansas
67217

800 N. Meridian
Valley Center, Kansas
67147

915 Westview Dr.
Mulvane, Kansas
67110

Goddard, Kansas
67052

Box 28
Andale, Kansas
67001

6th and Lincoln
Liberal, Kansas
67901

4850 Rochester Rd.
Topeka, Kansas
66608

Rt. 1
Topeka, Kansas
66605

Rt 1
Tecumseh, Kansas
66542

Highland Park
2424 California,
Topeka, Kansas
66605

Topeka High
800 W. 10th
Topeka, Kansas
66612

Topeka West
2001 Fairlawn
Topeka, Kansas
66604

1209 Cherry
Goodland, Kansas
67735

115 West 11th
Hugoton, Kansas
67951

605 North A.
Wellington, Kansas
67152

Box 218
Conway Springs, Kansas
67031

585 Walker
Colby, Kansas
67701

Wakeeny, Kansas
67672

1312 South 55th St
Kansas City, Kansas
66106

100 McDanield
Bonner Springs, Kansas
66013

Sumner
8th & Oakland
Kansas City, Kansas
66101

Washington
7340 Leavenworth
Kansas City, Kansas
66109

Wyandotte
25th & Minnesota
Kansas City, Kansas
66102

APPENDIX II

QUESTIONNAIRE ITEMS ORDERED BY CATEGORY AND SOURCE. CLASSIFICATION AND WEIGHTING FOR SECTION I AND II

ITEM	SOURCE
BOOKS	
Drugs	
Brenner, Drugs and Youth: Medical, Psychiatric, and Legal Facts.	Best books for young adults 1969
Romm, The Open Conspiracy: What America's Angry Generation is Saying.	KSTC 1971 Open House Selection.
Thorp, The Music of Their Laughter.	Senior High School Library Catalog, 197
Travers, Each Others Victims.	Kansas State Reading Circle 1971.
Race	
Angelou, I Know Why the Caged Bird Sings.	Best Books for Young Adults 1970.
Gregory, Hey White Girl.	Senior High School Library Catalog, 197
Joseph, The Me Nobody Knows.	Senior High School Library Catalog, 197
Moody, Coming of Age in Mississippi.	Best Books for Young Adults 1969.
Sex	
Friends, Society of, American Friends Service Committee, Who Shall Live?	Senior High School Library Catalog, 197
Guttmacher, Understanding Sex: A Young Person's Guide.	Kansas State Reading Circle 1971.
Rossman, Two Children by Choice.	Kansas State Reading Circle 1971.
Thompson, The House of Tomorrow.	Best Books for young adults, 1967.
War	
Gaylin, In the Service of Their Country: War Resisters in Prison.	Best Books for Young Adults, 1970.
Glazer, Songs of Peace, Freedom, and Protest.	Kansas State Reading Circle 1971.
Hammer, One Morning in the War: The Tragedy at Son My.	Best Books for Young Adults, 1970.
Lowenfels, The Writing on the Wall.	Best Books for Young Adults, 1969.
Environment	
Brimingham, Our Time is Now: Notes from the High School Underground.	Best Books for Young Adults, 1970.
Disch (ed.), The Ecological Conscience: Values for Survival.	Kansas State Reading Circle 1971.
Dorman, Under 21: A Young People's Guide to Legal Rights.	Best Books for Young Adults, 1970.
Kunen, The Strawberry Statement.	Best Books for Young Adults, 1969.
OTHER	
Subject	
Political (Right)	
Christian Economics	
Human Events	
National Review	
Political (Left)	
CAW	
New Leader	
The Nation	
Civil Liberty	
Civil Liberties	
Sane World	
The Peacemaker	

ITEM

- Race
  - *Black Panther*
  - *Ebony*
  - *Freedomways*
- Religion
  - *Christian Century*
  - *Commentary*
  - *Commonweal*
- Youth
  - *In Magazine*
  - *Noonmark*
  - *Way Forum*
- Education and Psychology
  - *Integrated Education*
  - *Lovejoy's Guidance Digest*
  - *Psychology Today*

Form
- Government Reports
  - *Report of the Commission on Campus Unrest*
  - *Report of the Commission on Obscenity and Pornography*
  - *Report of the Commission on Violence in America*
- Underground Newspapers
  - *Avatar*
  - *The Village Voice*
  - *Thought*
- Films and Filmstrips
  - *About Venereal Disease*
  - *LSD: Insight or Insanity*?
  - *Marijuana*
- Recorded Music
  - "Hair"
  - "Jesus Christ Superstar"
  - "Tommy the Who"

CLASSIFICATION AND WEIGHTING OF SECTION I&II

1. Classification
    a. Books (4 selections in each category)
        1. Drugs
        2. Race
        3. Sex
        4. War
        5. Environment

    b. Magazines (3 selections in each cattegory)
        1. Political (Right of center)
        2. Political (Left of center)
        3. Civil Liberties
        4. Race
        5. Religion
        6. Youth
        7. Education and Psychology

    c. Films and Filmstrips (Three selections)
        1. Drugs and Venereal disease

    d. Newspapers (Three selections)
        1. Youth

    e. Recorded Music (Three selections)
        1. Modern

    f. Government Reports (Three selections)
        1. Violence and Obscenity.

2. Weighting

a. Each listed item that is contained in the collection will be given a weight of one point.

b. Each category that has a minimum of one item in the collection will be given a weight of two points.

3. Weighting of Section II

ITEM	Frequently Use	Seldom Use	Never Use
Top of the News	2	1	0
Booklist	2	1	0
Choice	2	1	0
School Library Journal	2	1	0
Kansas State Reading Circle	2	1	0
Senior High School Catalog	2	1	0
Selection Committee (Local)	2	1	0
Students	2	1	0
Teachers	2	1	0
Magazines for Libraries	2	1	0
Film Evaluation Guide (EFLA)	2	1	0
Bailey-Film Associates Catalog	2	1	0
Fiction Catalog	2	1	0
Forthcoming Books	0	1	2
Kansas 1970 Selection Aids for Elementary, Junior High and Senior High School Libraries	0	1	2
Books for Kansas Schools	0	1	2
Ayer Directory of Newspapers and Periodicals	0	1	2
NICEM Series	0	1	2
Cumulative Book Index	0	1	2
Subject Guide to Books in Print	0	1	2

APPENDIX III

COVER LETTERS AND FOLLOW-UP LETTER USED IN THE SURVEY

Department of Librarianship
Kansas State Teachers College
Emporia, Kansas 66801

Dear Librarian:

Dwain Scott, a Master Degree Candidate in the Department of Librarianship at Kansas State Teachers College, is conducting a research project among Kansas High School Librarians as a required part of his Master of Librarianship program. Your cooperation in this project will facilitate research and the continued development of programs in librarianship.

Sincerely,

Norman F. Clarke, Director
Graduate Program in Librarianship

Dwain L. Scott
Department of Librarianship
Kansas State Teachers College
Emporia, Kansas 66801

Dear Librarian:

As a Master Degree Candidate in the Department of Librarianship at Kansas State Teachers College, I am conducting research among Kansas High School Librarians. This research project is an attempt to determine the degree of intellectual freedom enjoyed by students using Kansas High School library collections. The study will offer also a basis for comparison with findings of previous studies and with principles expressed in American Library Association documents. Only after we have determined the degree of intellectual freedom in Kansas High Schools can we decide what, if any, measures are appropriate to facilitate free access.

Items included in this survey cover issues ranging from questions concerning your school collection and selection technique to opinion elements for which there are no strictly right or wrong answers.

All replies are strictly confidential and references to individuals or to specific libraries will not be made in written reports of this research. The code number on each form is for tabulating purposes only.

Please record your replies and return the questionnaire in the provided, self-addressed, stamped envelope within the next ten days. I shall be happy to provide you an abstract of the study findings and conclusions. Please mark the appropriate section of the questionnaire if an abstract is desired.

Thank you very much for your help on this study. I look forward to receiving your completed questionnaire.

Sincerely,

Dwain L Scott

Dwain L. Scott

Department of Librarianship
Kansas State Teachers College
Emporia, Kansas 66801

Dear Librarian:

Several weeks ago you were asked to participate in an evaluation of intellectual freedom in Kansas high schools. As yet there is no record of your response to the questionnaire mailed to you.

You are one of a select group of school media specialists who were asked to serve as a respondent in this research. Your reply is needed in order to obtain representative data concerning this important issue.

Won't you please devote just a few minutes of your time to completing the questionnaire and drop it in the mail in the postage-paid envelope which was provided? I will be very grateful to you for your cooperation.

Thank you very much.

Sincerely yours,

Dwain L. Scott

APPENDIX IV

QUESTIONNAIRE USED TO COLLECT THE DATA; TOTAL RESPONSE TO EACH ITEM

NUMBER_________.

QUESTIONNAIRE ON INTELLECTUAL FREEDOM OF HIGH SCHOOL LIBRARY MATERIALS

1. SEX: (Please check appropriate category.)
(10)(Male)
(60)(Female)

2. WHAT IS YOUR AGE? (Please check appropriate category.)
(18) (Under 30 years)
(12) (Between 30-40 years)
(40) (Over 40 years)

3. HOW LONG HAVE YOU BEEN EMPLOYED AS A SCHOOL LIBRARIAN?
(25) (Less than 5 years)
(18) (Between 5-10 years)
(27) (Over 10 years)

4. DO YOU HAVE A FIFTH-YEAR LIBRARY SCIENCE DEGREE?
(31) (Yes)
(39) (No)

5. IF YOU DO NOT HAVE A FIFTH-YEAR LIBRARY SCIENCE DEGREE BUT HAVE ATTENDED GRADUATE LIBRARY SCHOOL, HOW MANY CREDIT HOURS HAVE YOU EARNED?
(4) (Less than 10)
(11) (Between 10-20)
(18) (Over 20)

6. DOES YOUR SCHOOL HAVE A WRITTEN BOOK SELECTION POLICY?
(38) (Yes)
(32) (No)

7. WHAT IS THE SIZE OF YOUR SCHOOL ENROLLMENT?
(21) (Under 500)
(26) (500-1,000)
(10) (1,000-1,500)
(13) (Over 1,500)

8. WHAT IS THE SIZE OF THE COMMUNITY IN WHICH YOUR SCHOOL IS LOCATED?
(38) (Under 10,000)
(16) (10,000-25,000)
(4) (25,000-50,000)
(12) (Over 50,000)

SECTION I

DIRECTIONS FOR COMPLETING SECTION I. Listed below are various potential school media items. Please place an X in the YES column opposite the title if the item is available in your collection. Place an X in the NO column if the item is not included in your collection. If an item listed is on order place an X in the ON ORDER column.

ITEM	INCLUDED IN YOUR COLLECTION?		
	YES	NO	ON ORDER
BOOKS			
1. Angelou, I Know Why the Caged Bird Sings.	(33)	(27)	(10)
2. Brimingham, Our Time is Now: Notes from the High School Underground.	(26)	(41)	(3)

SECTION I (Continued)

ITEM	INCLUDED IN YOUR COLLECTION?		
	YES	NO	ON ORDER
3. Brenner, Drugs and Youth: Medical Psychiatric and Legal Facts.	(31)	(41)	(6)
4. Disch, The Ecological Conscience: Values for Survival.	(13)	(53)	(4)
5. Dorman, Under 21: A Young Peoples' Guide to Legal Rights.	(37)	(28)	(7)
6. Friends, Society of, American Friends Service Committee, Who Shall Live?	(22)	(42)	(6)
7. Gaylin, In the Service of Their Country: War Resisters in Prison.	(20)	(48)	(2)
8. Glazer, Songs of Peace, Freedom and Protest.	(21)	(44)	(5)
9. Gregory, Hey White Girl.	(36)	(27)	(7)
10. Guttmacher, Understanding Sex: A Young Persons Guide.	(25)	(45)	--
11. Hammer, One Morning in the War: The Tragedy at Son My.	(21)	(46)	(3)
12. Joseph, The Me Nobody Knows.	(28)	(32)	(10)
13. Kunen, The Strawberry Statement.	(30)	(35)	(5)
14. Lowenfels, The Writing on the Wall.	(25)	(45)	--
15. Moody, Coming of Age in Mississippi.	(34)	(34)	(2)
16. Rossman, Two Children by Choice.	(16)	(47)	(7)
17. Romm, The Open Conspiracy: What America's Angry Generation is Saying.	(3)	(65)	(2)
18. Thompson, The House of Tomorrow.	(39)	(30)	(1)
19. Thorp, The Music of Their Laughter.	(7)	(58)	(5)
20. Travers, Each Others Victims.	(24)	(44)	(2)
OTHER			
1. About Venereal Disease (Filmstrip)	(19)	(49)	(2)
2. Avatar.	--	(69)	(1)
3. Black Panther.	(7)	(62)	(1)
4. CAW.	(1)	(69)	(1)
5. Christian Century.	(33)	(37)	--

SECTION I (Continued)

ITEM	INCLUDED IN YOUR COLLECTION?		
	YES	NO	ON ORDER
6. Christian Economics.	--	(70)	--
7. Civil Liberties.	(4)	(65)	(1)
8. Commentary.	(17)	(53)	--
9. Commonweal.	(31)	(37)	(2)
10. Ebony.	(43)	(25)	(2)
11. Freedomways.	(2)	(68)	--
12. "Hair" (Recorded Music).	(8)	(62)	--
13. Human Events.	(2)	(68)	---
14. In Magazine.	(1)	(69)	--
15. Integrated Education.	(2)	(68)	--
16. "Jesus Christ Superstar" (Recorded Music).	(17)	(53)	--
17. Lovejoy's Guidance Digest.	(17)	(52)	(1)
18. LSD: Insight or Insanity? (Film)	(16)	(52)	(2)
19. Marijuana (Film).	(19)	(49)	(2)
20. National Review.	(30)	(39)	(1)
21. New Leader.	(1)	(69)	--
22. Noonmark.	(2)	(68)	--
23. Psychology Today.	(55)	(13)	(2)
24. Report of the Commission on Campus Unrest.	(23)	(43)	(4)
25. Report of the Commission on Obscenity and Pornography.	(12)	(58)	--
26. Report of the Commission on Violence in America.	(30)	(37)	(3)
27. Sane World.	--	(70)	--
28. The Nation.	(38)	(32)	--
29. The Peacemaker.	(2)	(68)	--
30. The Village Voice.	--	(70)	--
31. Thought.	--	(70)	--

SECTION I (Continued)

ITEM	INCLUDED IN YOUR COLLECTION?		
	YES	NO	ON ORDER
32. "Tommy the Who" (Recorded Music).	(5)	(65)	--
33. Way Forum.	(1)	(69)	--

SECTION II

DIRECTIONS FOR COMPLETING SECTION II. Place a check mark in one of the three squares following each item which best expresses the use frequency of that item in your media selection process. Do NOT mark items used only for acquisition. Please check one square for each item.

ITEM	FREQUENCY OF USE		
	Frequently Use	Seldom use	Do not use
PRINT RESOURCES			
1. Ayer Directory of Newspapers and Periodicals.	(5)	(16)	(49)
2. Bailey-Film Associates Catalog.	(12)	(13)	(45)
3. Books for Kansas Schools.	(42)	(21)	(7)
4. Booklist.	(60)	(6)	(4)
5. Choice.	(13)	(14)	(43)
6. Cumulative Book Index.	(13)	(14)	(43)
7. Fiction Catalog.	(24)	(29)	(17)
8. Film Evaluation Guide (EFLA)	(11)	(19)	(40)
9. Forthcoming Books.	(6)	(15)	(49)
10. Kansas State Reading Circle.	(51)	(15)	(4)
11. Kansas 1970 Selection Aids for Elementary Junior High and Senior High School Libraries.	(46)	(16)	(10)
12. Magazines for Libraries.	(23)	(24)	(23)
13. NICEM Series.	(6)	(10)	(56)
14. Senior High School Catalog.	(54)	(14)	(2)
15. School Library Journal.	(54)	(12)	(4)
16. Subject Guide to Books in Print.	(36)	(20)	(14)
17. Top of the News.	(18)	(15)	(37)
HUMAN RESOURCES			
18. Students	(62)	(7)	(1)
19. Teachers	(65)	(4)	(1)
20. Selection Committee (local)	(10)	(15)	(45)

SECTION III

DIRECTIONS FOR COMPLETING SECTION III. Please read all statements carefully and decide for each whether you strongly agree, agree, disagree, or strongly disagree. Place a check mark in one of the four squares following each statement corresponding to the response which best expresses your personal opinion. Record your opinion according to your first reaction. It is not necessary to spend very much time on any one item. Please be sure to answer every question.

QUESTION	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Obedience and respect for authority are the most important virtues children should learn.	(5)	(20)	(36)	(9)
2. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.	(5)	(25)	(37)	(3)
3. What the youth needs more is strict discipline, rugged determination, and the will to work and fight for family and country.	(5)	(25)	(30)	(10)
4. When a person has a problem or worry, it is best for him not to think about it, but to keep busy with more cheerful things.	(4)	(7)	(45)	(14)
5. Science has its place, but there are many important things that can never be understood by the human mind.	(6)	(26)	(29)	(9)
6. No weakness or difficulty can hold us back if we have enough will power.	(5)	(25)	(30)	(10)
7. What this Country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.	(10)	(32)	(23)	(5)
8. Human nature being what it is there will always be war and conflict.	(5)	(42)	(19)	(4)
9. The wild sex life of the old Greeks and Romans was tame compared to some of the going-on in this country.	--	(12)	(51)	(7)
10. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.	(4)	(9)	(41)	(16)

Would you like an abstract of the study results?
(48) (Yes)
(10) (No)
(12)(Not marked)

APPENDIX V

MEASURED ITEMS GRADED AND ORDERED BY SUBJECT

The following tables contain individual listings of independent variable data and dependent variable scores. Each table is ordered by a different subject. The format and codes are as follows:

Format

Control Number	Sex	Age	Length of Employment	5th Year Library Degree	Graduate hours	Written Book Selection Policy	School Enrollment
	(1)	(2)	(3)	(4)	(5)	(6)	(7)

Size of Community (8)	Section I (Score)	Section II (Score)	Section III (Score)

(1) M-Male
F-Female

(2) 1-Under 30 years
2-30-40 years
3-Over 40 years

(3) 1-Under 5 years
2-5-10 years
3-Over 10 years

(4) Y-Yes
N-No

(5) 1-Under 10 hours
2-10-20 hours
3-Over 20 hours

(6) Y-Yes
N-No

(7) 1-Under 500
2-500-1,000 Students
3-1,000-1,500 Students
4-Over 1,500 Students

(8) 1-Under 10,000
2-10,000-25,000
3-25,000-50,000
4-Over 50,000

Table ordered by

CONTROL NUMBERS

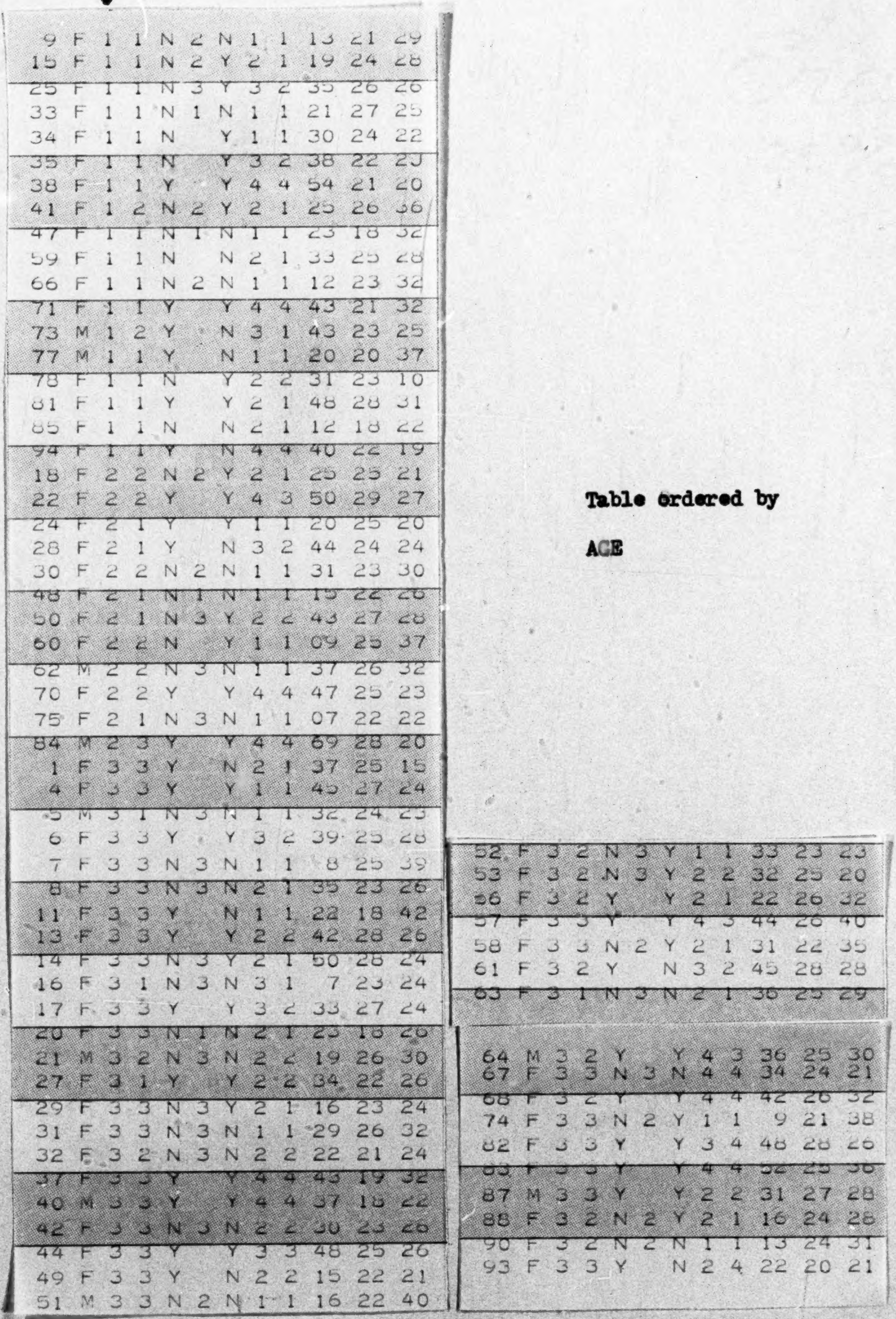
↓

1	F	3	3	Y		N	2	1	37	25	15
4	F	3	3	Y		Y	1	1	45	27	24
5	M	3	1	N	3	N	1	1	32	24	23
6	F	3	3	Y		Y	3	2	39	25	28
7	F	3	3	N	3	N	1	1	8	25	39
8	F	3	3	N	3	N	2	1	35	23	26
9	F	1	1	N	2	N	1	1	13	21	29
11	F	3	3	Y		N	1	1	22	18	42
13	F	3	3	Y		Y	2	2	42	28	26
14	F	3	3	N	3	Y	2	1	50	28	24
15	F	1	1	N	2	Y	2	1	19	24	28
16	F	3	1	N	3	N	3	1	7	23	24
17	F	3	3	Y		Y	3	2	33	27	24
18	F	2	2	N	2	Y	2	1	25	25	21
20	F	3	3	N	1	N	2	1	23	18	26
21	M	3	2	N	3	N	2	2	19	26	30
22	F	2	2	Y		Y	4	3	50	29	27
24	F	2	1	Y		Y	1	1	20	25	20
25	F	1	1	N	3	Y	3	2	35	26	26
27	F	3	1	Y		Y	2	2	34	22	26
28	F	2	1	Y		N	3	2	44	24	24
29	F	3	3	N	3	Y	2	1	16	23	24
30	F	2	2	N	2	N	1	1	31	23	30
31	F	3	3	N	3	N	1	1	29	26	32
32	F	3	2	N	3	N	2	2	22	21	24
33	F	1	1	N	1	N	1	1	21	27	25
34	F	1	1	N		Y	1	1	30	24	22
35	F	1	1	N		Y	3	2	38	22	23
37	F	3	3	Y		Y	4	4	43	19	32
38	F	1	1	Y		Y	4	4	54	21	20
40	M	3	3	Y		Y	4	4	37	18	22
41	F	1	2	N	2	Y	2	1	25	26	36
42	F	3	3	N	3	N	2	2	30	23	26
44	F	3	3	Y		Y	3	3	48	25	26
47	F	1	1	N	1	N	1	1	23	18	32
48	F	2	1	N	1	N	1	1	15	22	26
49	F	3	3	Y		N	2	2	15	22	21
50	F	2	1	N	3	Y	2	2	43	27	28
51	M	3	3	N	2	N	1	1	16	22	40
52	F	3	2	N	3	Y	1	1	33	23	23
53	F	3	2	N	3	Y	2	2	32	25	20
56	F	3	2	Y		Y	2	1	22	26	32
57	F	3	3	Y		Y	4	3	44	26	40
58	F	3	3	N	2	Y	2	1	31	22	35
59	F	1	1	N		N	2	1	33	25	28
60	F	2	2	N		Y	1	1	09	25	37
61	F	3	2	Y		N	3	2	45	28	28
62	M	2	2	N	3	N	1	1	37	26	32
63	F	3	1	N	3	N	2	1	36	25	29
64	M	3	2	Y		Y	4	3	36	25	30
66	F	1	1	N	2	N	1	1	12	23	32
67	F	3	3	N	3	N	4	4	34	24	21
68	F	3	2	Y		Y	4	4	42	26	32
70	F	2	2	Y		Y	4	4	47	25	23
71	F	1	1	Y		Y	4	4	43	21	32
73	M	1	2	Y		N	3	1	43	23	25
74	F	3	3	N	2	Y	1	1	9	21	38
75	F	2	1	N	3	N	1	1	07	22	22
77	M	1	1	Y		N	1	1	20	20	37
78	F	1	1	N		Y	2	2	31	23	10
81	F	1	1	Y		Y	2	1	48	28	31
82	F	3	3	Y		Y	3	4	48	28	26
83	F	3	3	Y		Y	4	4	52	25	36
84	M	2	3	Y		Y	4	4	69	28	20
85	F	1	1	N		N	2	1	12	18	22
87	M	3	3	Y		Y	2	2	31	27	28
88	F	3	2	N	2	Y	2	1	16	24	28
90	F	3	2	N	2	N	1	1	13	24	31
93	F	3	3	Y		N	2	4	22	20	21
94	F	1	1	Y		N	4	4	40	22	19

Table Ordered by

SEX

84	M	2	3	Y		Y	4	4	69	28	20
40	M	3	3	Y		Y	4	4	37	18	22
5	M	3	1	N	3	N	1	1	32	24	23
73	M	1	2	Y		N	3	1	43	23	25
87	M	3	3	Y		Y	2	2	31	27	28
64	M	3	2	Y		Y	4	3	36	25	30
21	M	3	2	N	3	N	2	2	19	26	30
62	M	2	2	N	3	N	1	1	37	26	32
77	M	1	1	Y		N	1	1	20	20	37
51	M	3	3	N	2	N	1	1	16	22	40
78	F	1	1	N		Y	2	2	31	23	10
1	F	3	3	Y		N	2	1	37	25	15
94	F	1	1	Y		N	4	4	40	22	19
38	F	1	1	Y		Y	4	4	34	21	20
24	F	2	1	Y		Y	1	1	20	25	20
53	F	3	2	N	3	Y	2	2	32	25	20
93	F	3	3	Y		N	2	4	22	20	21
49	F	3	3	Y		N	2	2	15	22	21
35	F	1	1	N		Y	3	2	38	22	20
67	F	3	3	N	3	N	4	4	34	24	21
18	F	2	2	N	2	Y	2	1	25	25	21
85	F	1	1	N		N	2	1	12	18	22
75	F	2	1	N	3	N	1	1	07	22	22
34	F	1	1	N		Y	1	1	30	24	22
52	F	3	2	N	3	Y	1	1	33	23	23
70	F	2	2	Y		Y	4	4	47	25	23
32	F	3	2	N	3	N	2	2	22	21	24
16	F	3	1	N	3	N	3	1	7	23	24
29	F	3	3	N	3	Y	2	1	16	23	24
28	F	2	1	Y		N	3	2	44	24	24
17	F	3	3	Y		Y	3	2	33	27	24
4	F	3	3	Y		Y	1	1	45	27	24
14	F	3	3	N	3	Y	2	1	50	28	24
33	F	1	1	N	1	N	1	1	21	27	25
20	F	3	3	N	1	N	2	1	23	18	26
48	F	2	1	N	1	N	1	1	15	22	26
27	F	3	1	Y		Y	2	2	34	22	26
42	F	3	3	N	3	N	2	2	30	23	26
8	F	3	3	N	3	N	2	1	35	23	26
44	F	3	3	Y		Y	3	3	48	25	26
25	F	1	1	N	3	Y	3	2	35	26	26
13	F	3	3	Y		Y	2	2	42	28	26
82	F	3	3	Y		Y	3	4	48	28	26
22	F	2	2	Y		Y	4	3	50	29	27
88	F	3	2	N	2	Y	2	1	16	24	28
15	F	1	1	N	2	Y	2	1	19	24	28
59	F	1	1	N		N	2	1	33	25	28
6	F	3	3	Y		Y	3	2	39	25	28
50	F	2	1	N	3	Y	2	2	43	27	28
61	F	3	2	Y		N	3	2	45	28	28
9	F	1	1	N	2	N	1	1	13	21	29
63	F	3	1	N	3	N	2	1	36	25	29
30	F	2	2	N	2	N	1	1	31	23	30
90	F	3	2	N	2	N	1	1	13	24	31
81	F	1	1	Y		Y	2	1	48	28	31
47	F	1	1	N	1	N	1	1	23	18	32
37	F	3	3	Y		Y	4	4	43	19	32
71	F	1	1	Y		Y	4	4	43	21	32
66	F	1	1	N	2	N	1	1	12	23	32
56	F	3	2	Y		Y	2	1	22	26	32
31	F	3	3	N	3	N	1	1	29	26	32
68	F	3	2	Y		Y	4	4	42	26	32
58	F	3	3	N	2	Y	2	1	31	22	35
83	F	3	3	Y		Y	4	4	52	25	36
41	F	1	2	N	2	Y	2	1	25	26	36
60	F	2	2	N		Y	1	1	09	25	37
74	F	3	3	N	2	Y	1	1	9	21	38
7	F	3	3	N	3	N	1	1	8	25	39
57	F	3	3	Y		Y	4	3	44	26	40
11	F	3	3	Y		N	1	1	22	18	42



9	F	1	1	N	2	N	1	1	13	21	29
15	F	1	1	N	2	Y	2	1	19	24	28
25	F	1	1	N	3	Y	3	2	35	26	26
33	F	1	1	N	1	N	1	1	21	27	25
34	F	1	1	N		Y	1	1	30	24	22
35	F	1	1	N		Y	3	2	38	22	20
38	F	1	1	Y		Y	4	4	54	21	20
41	F	1	2	N	2	Y	2	1	25	26	36
47	F	1	1	N	1	N	1	1	23	18	32
59	F	1	1	N		N	2	1	33	25	28
66	F	1	1	N	2	N	1	1	12	23	32
71	F	1	1	Y		Y	4	4	43	21	32
73	M	1	2	Y		N	3	1	43	23	25
77	M	1	1	Y		N	1	1	20	20	37
78	F	1	1	N		Y	2	2	31	23	10
81	F	1	1	Y		Y	2	1	48	28	31
85	F	1	1	N		N	2	1	12	18	22
94	F	1	1	Y		N	4	4	40	22	19
18	F	2	2	N	2	Y	2	1	25	25	21
22	F	2	2	Y		Y	4	3	50	29	27
24	F	2	1	Y		Y	1	1	20	25	20
28	F	2	1	Y		N	3	2	44	24	24
30	F	2	2	N	2	N	1	1	31	23	30
48	F	2	1	N	1	N	1	1	15	22	26
50	F	2	1	N	3	Y	2	2	43	27	28
60	F	2	2	N		Y	1	1	09	25	37
62	M	2	2	N	3	N	1	1	37	26	32
70	F	2	2	Y		Y	4	4	47	25	23
75	F	2	1	N	3	N	1	1	07	22	22
84	M	2	3	Y		Y	4	4	69	28	20
1	F	3	3	Y		N	2	1	37	25	15
4	F	3	3	Y		Y	1	1	45	27	24
5	M	3	1	N	3	N	1	1	32	24	23
6	F	3	3	Y		Y	3	2	39	25	28
7	F	3	3	N	3	N	1	1	8	25	39
8	F	3	3	N	3	N	2	1	35	23	26
11	F	3	3	Y		N	1	1	22	18	42
13	F	3	3	Y		Y	2	2	42	28	26
14	F	3	3	N	3	Y	2	1	50	28	24
16	F	3	1	N	3	N	3	1	7	23	24
17	F	3	3	Y		Y	3	2	33	27	24
20	F	3	3	N	1	N	2	1	23	18	26
21	M	3	2	N	3	N	2	2	19	26	30
27	F	3	1	Y		Y	2	2	34	22	26
29	F	3	3	N	3	Y	2	1	16	23	24
31	F	3	3	N	3	N	1	1	29	26	32
32	F	3	2	N	3	N	2	2	22	21	24
37	F	3	3	Y		Y	4	4	43	19	32
40	M	3	3	Y		Y	4	4	37	18	22
42	F	3	3	N	3	N	2	2	30	23	26
44	F	3	3	Y		Y	3	3	48	25	26
49	F	3	3	Y		N	2	2	15	22	21
51	M	3	3	N	2	N	1	1	16	22	40
52	F	3	2	N	3	Y	1	1	33	23	23
53	F	3	2	N	3	Y	2	2	32	25	20
56	F	3	2	Y		Y	2	1	22	26	32
57	F	3	3	Y		Y	4	3	44	26	40
58	F	3	3	N	2	Y	2	1	31	22	35
61	F	3	2	Y		N	3	2	45	28	28
63	F	3	1	N	3	N	2	1	36	25	29
64	M	3	2	Y		Y	4	3	36	25	30
67	F	3	3	N	3	N	4	4	34	24	21
68	F	3	2	Y		Y	4	4	42	26	32
74	F	3	3	N	2	Y	1	1	9	21	38
82	F	3	3	Y		Y	3	4	48	28	26
83	F	3	3	Y		Y	4	4	52	25	36
87	M	3	3	Y		Y	2	2	31	27	28
88	F	3	2	N	2	Y	2	1	16	24	28
90	F	3	2	N	2	N	1	1	13	24	31
93	F	3	3	Y		N	2	4	22	20	21

Table ordered by

AGE

↓

9	F	1	1	N	2	N	1	1	13	21	29
15	F	1	1	N	2	Y	2	1	19	24	28
25	F	1	1	N	3	Y	3	2	35	26	26
33	F	1	1	N	1	N	1	1	21	27	25
34	F	1	1	N		Y	1	1	30	24	22
35	F	1	1	N		Y	3	2	38	22	23
38	F	1	1	Y		Y	4	4	54	21	20
47	F	1	1	N	1	N	1	1	23	18	32
59	F	1	1	N		N	2	1	33	25	28
66	F	1	1	N	2	N	1	1	12	23	32
71	F	1	1	Y		Y	4	4	43	21	32
77	M	1	1	Y		N	1	1	20	20	37
78	F	1	1	N		Y	2	2	31	23	10
81	F	1	1	Y		Y	2	1	48	28	31
85	F	1	1	N		N	2	1	12	18	22
94	F	1	1	Y		N	4	4	40	22	19
24	F	2	1	Y		Y	1	1	20	25	20
28	F	2	1	Y		N	3	2	44	24	24
48	F	2	1	N	1	N	1	1	15	22	26
50	F	2	1	N	3	Y	2	2	43	27	28
75	F	2	1	N	3	N	1	1	07	22	22
5	M	3	1	N	3	N	1	1	32	24	23
16	F	3	1	N	3	N	3	1	7	23	24
27	F	3	1	Y		Y	2	2	34	22	26
63	F	3	1	N	3	N	2	1	36	25	29
41	F	1	2	N	2	Y	2	1	25	26	36
73	M	1	2	Y		N	3	1	43	23	25
18	F	2	2	N	2	Y	2	1	25	25	21
22	F	2	2	Y		Y	4	3	50	29	27
30	F	2	2	N	2	N	1	1	31	23	30
60	F	2	2	N		Y	1	1	09	25	37
62	M	2	2	N	3	N	1	1	37	26	32
70	F	2	2	Y		Y	4	4	47	25	23
21	M	3	2	N	3	N	2	2	19	26	30
32	F	3	2	N	3	N	2	2	22	21	24
52	F	3	2	N	3	Y	1	1	33	23	23
53	F	3	2	N	3	Y	2	2	32	25	20
56	F	3	2	Y		Y	2	1	22	26	32
61	F	3	2	Y		N	3	2	45	28	28
64	M	3	2	Y		Y	4	3	36	25	30
68	F	3	2	Y		Y	4	4	42	26	32
88	F	3	2	N	2	Y	2	1	16	24	28
90	F	3	2	N	2	N	1	1	13	24	31
84	M	2	3	Y		Y	4	4	69	28	20
1	F	3	3	Y		N	2	1	37	25	15
4	F	3	3	Y		Y	1	1	45	27	24
6	F	3	3	Y		Y	3	2	39	25	28
7	F	3	3	N	3	N	1	1	8	25	39
8	F	3	3	N	3	N	2	1	35	23	26
11	F	3	3	Y		N	1	1	22	18	42
13	F	3	3	Y		Y	2	2	42	28	26
14	F	3	3	N	3	Y	2	1	50	28	24
17	F	3	3	Y		Y	3	2	33	27	24
20	F	3	3	N	1	N	2	1	23	18	26
29	F	3	3	N	3	Y	2	1	16	23	24
31	F	3	3	N	3	N	1	1	29	26	32
37	F	3	3	Y		Y	4	4	43	19	32
40	M	3	3	Y		Y	4	4	37	18	22
42	F	3	3	N	3	N	2	2	30	23	26
44	F	3	3	Y		Y	3	3	48	25	26
49	F	3	3	Y		N	2	2	15	22	21
51	M	3	3	N	2	N	1	1	16	22	40
57	F	3	3	Y		Y	4	3	44	26	40
58	F	3	3	N	2	Y	2	1	31	22	35
67	F	3	3	N	3	N	4	4	34	24	21
74	F	3	3	N	2	Y	1	1	9	21	38
82	F	3	3	Y		Y	3	4	48	28	26
83	F	3	3	Y		Y	4	4	52	25	36
87	M	3	3	Y		Y	2	2	31	27	28
93	F	3	3	Y		N	2	4	22	20	21

Table ordered by

LENGTH OF EMPLOYMENT

5	M	3	1	N	3	N	1	1	32	24	23
~~21~~	~~M~~	~~3~~	~~2~~	~~N~~	~~3~~	~~N~~	~~2~~	~~2~~	~~19~~	~~26~~	~~30~~
62	M	2	2	N	3	N	1	1	37	26	32
51	M	3	3	N	2	N	1	1	16	22	40
~~67~~	~~F~~	~~3~~	~~3~~	~~N~~	~~3~~	~~N~~	~~4~~	~~4~~	~~34~~	~~24~~	~~21~~
85	F	1	1	N		N	2	1	12	18	22
75	F	2	1	N	3	N	1	1	07	22	22
~~32~~	~~F~~	~~3~~	~~2~~	~~N~~	~~3~~	~~N~~	~~2~~	~~2~~	~~22~~	~~21~~	~~24~~
16	F	3	1	N	3	N	3	1	7	23	24
33	F	1	1	N	1	N	1	1	21	27	25
~~20~~	~~F~~	~~3~~	~~3~~	~~N~~	~~1~~	~~N~~	~~2~~	~~1~~	~~23~~	~~18~~	~~26~~
48	F	2	1	N	1	N	1	1	15	22	26
42	F	3	3	N	3	N	2	2	30	23	26
~~8~~	~~F~~	~~3~~	~~3~~	~~N~~	~~3~~	~~N~~	~~2~~	~~1~~	~~35~~	~~23~~	~~28~~
59	F	1	1	N		N	2	1	33	25	28
9	F	1	1	N	2	N	1	1	13	21	29
~~63~~	~~F~~	~~3~~	~~1~~	~~N~~	~~3~~	~~N~~	~~2~~	~~1~~	~~36~~	~~25~~	~~29~~
30	F	2	2	N	2	N	1	1	31	23	30
90	F	3	2	N	2	N	1	1	13	24	31
~~47~~	~~F~~	~~1~~	~~1~~	~~N~~	~~1~~	~~N~~	~~1~~	~~1~~	~~23~~	~~18~~	~~32~~
66	F	1	1	N	2	N	1	1	12	23	32
31	F	3	3	N	3	N	1	1	29	26	32
~~7~~	~~F~~	~~3~~	~~3~~	~~N~~	~~3~~	~~N~~	~~1~~	~~1~~	~~8~~	~~25~~	~~39~~
78	F	1	1	N		Y	2	2	31	23	10
53	F	3	2	N	3	Y	2	2	32	25	20
~~35~~	~~F~~	~~1~~	~~1~~	~~N~~		~~Y~~	~~3~~	~~2~~	~~38~~	~~22~~	~~20~~
18	F	2	2	N	2	Y	2	1	25	25	21
34	F	1	1	N		Y	1	1	30	24	22
~~52~~	~~F~~	~~3~~	~~2~~	~~N~~	~~3~~	~~Y~~	~~1~~	~~1~~	~~33~~	~~23~~	~~23~~
29	F	3	3	N	3	Y	2	1	16	23	24
14	F	3	3	N	3	Y	2	1	50	28	24
~~25~~	~~F~~	~~1~~	~~1~~	~~N~~	~~3~~	~~Y~~	~~3~~	~~2~~	~~35~~	~~26~~	~~26~~
88	F	3	2	N	2	Y	2	1	16	24	28
15	F	1	1	N	2	Y	2	1	19	24	28
~~50~~	~~F~~	~~2~~	~~1~~	~~N~~	~~3~~	~~Y~~	~~2~~	~~2~~	~~43~~	~~27~~	~~28~~
58	F	3	3	N	2	Y	2	1	31	22	35
41	F	1	2	N	2	Y	2	1	25	26	36
~~60~~	~~F~~	~~2~~	~~2~~	~~N~~		~~Y~~	~~1~~	~~1~~	~~09~~	~~25~~	~~37~~
74	F	3	3	N	2	Y	1	1	9	21	38
73	M	1	2	Y		N	3	1	43	23	25
~~77~~	~~M~~	~~1~~	~~1~~	~~Y~~		~~N~~	~~1~~	~~1~~	~~20~~	~~20~~	~~37~~
1	F	3	3	Y		N	2	1	37	25	15
94	F	1	1	Y		N	4	4	40	22	19
~~93~~	~~F~~	~~3~~	~~3~~	~~Y~~		~~N~~	~~2~~	~~4~~	~~22~~	~~20~~	~~21~~
49	F	3	3	Y		N	2	2	15	22	21
28	F	2	1	Y		N	3	2	44	24	24
~~61~~	~~F~~	~~3~~	~~2~~	~~Y~~		~~N~~	~~3~~	~~2~~	~~45~~	~~28~~	~~28~~
11	F	3	3	Y		N	1	1	22	18	42
84	M	2	3	Y		Y	4	4	69	28	20
~~40~~	~~M~~	~~3~~	~~3~~	~~Y~~		~~Y~~	~~4~~	~~4~~	~~37~~	~~18~~	~~22~~
87	M	3	3	Y		Y	2	2	31	27	28
64	M	3	2	Y		Y	4	3	36	25	30
~~38~~	~~F~~	~~1~~	~~1~~	~~Y~~		~~Y~~	~~4~~	~~4~~	~~54~~	~~21~~	~~20~~
24	F	2	1	Y		Y	1	1	20	25	20
70	F	2	2	Y		Y	4	4	47	25	23
~~17~~	~~F~~	~~3~~	~~3~~	~~Y~~		~~Y~~	~~3~~	~~2~~	~~33~~	~~27~~	~~24~~
4	F	3	3	Y		Y	1	1	45	27	24
27	F	3	1	Y		Y	2	2	34	22	26
~~44~~	~~F~~	~~3~~	~~3~~	~~Y~~		~~Y~~	~~3~~	~~3~~	~~48~~	~~25~~	~~26~~
13	F	3	3	Y		Y	2	2	42	28	26
82	F	3	3	Y		Y	3	4	48	28	26
~~22~~	~~F~~	~~2~~	~~2~~	~~Y~~		~~Y~~	~~4~~	~~3~~	~~50~~	~~29~~	~~27~~
6	F	3	3	Y		Y	3	2	39	25	28
81	F	1	1	Y		Y	2	1	48	28	31
~~37~~	~~F~~	~~3~~	~~3~~	~~Y~~		~~Y~~	~~4~~	~~4~~	~~43~~	~~19~~	~~32~~
71	F	1	1	Y		Y	4	4	43	21	32
56	F	3	2	Y		Y	2	1	22	26	32
~~68~~	~~F~~	~~3~~	~~2~~	~~Y~~		~~Y~~	~~4~~	~~4~~	~~42~~	~~26~~	~~32~~
83	F	3	3	Y		Y	4	4	52	25	36
57	F	3	3	Y		Y	4	3	44	26	40

Table ordered by

5th YEAR LIBRARY DEGREE

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34	F	1	1	N		Y	1	1	30	24	22
35	F	1	1	N		Y	3	2	36	22	20
38	F	1	1	Y		Y	4	4	54	21	20
59	F	1	1	N		N	2	1	33	25	28
71	F	1	1	Y		Y	4	4	43	21	32
77	M	1	1	Y		N	1	1	20	20	37
78	F	1	1	N		Y	2	2	31	23	10
81	F	1	1	Y		Y	2	1	48	28	31
85	F	1	1	N		N	2	1	12	18	22
94	F	1	1	Y		N	4	4	40	22	19
24	F	2	1	Y		Y	1	1	20	25	20
28	F	2	1	Y		N	3	2	44	24	24
27	F	3	1	Y		Y	2	2	34	22	26
73	M	1	2	Y		N	3	1	43	23	25
22	F	2	2	Y		Y	4	3	50	29	27
60	F	2	2	N		Y	1	1	09	25	37
70	F	2	2	Y		Y	4	4	47	25	23
56	F	3	2	Y		Y	2	1	22	26	32
61	F	3	2	Y		N	3	2	45	28	28
64	M	3	2	Y		Y	4	3	36	25	30
68	F	3	2	Y		Y	4	4	42	26	32
84	M	2	3	Y		Y	4	4	69	28	20
1	F	3	3	Y		N	2	1	37	25	15
4	F	3	3	Y		Y	1	1	45	27	24
6	F	3	3	Y		Y	3	2	39	25	28
11	F	3	3	Y		N	1	1	22	18	42
13	F	3	3	Y		Y	2	2	42	28	26
17	F	3	3	Y		Y	3	2	33	27	24
37	F	3	3	Y		Y	4	4	43	19	32
40	M	3	3	Y		Y	4	4	37	18	22
44	F	3	3	Y		Y	3	3	48	25	26
49	F	3	3	Y		N	2	2	15	22	21
57	F	3	3	Y		Y	4	3	44	26	40
82	F	3	3	Y		Y	3	4	48	28	26
83	F	3	3	Y		Y	4	4	52	25	36
87	M	3	3	Y		Y	2	2	31	27	28
93	F	3	3	Y		N	2	4	22	20	21
33	F	1	1	N	1	N	1	1	21	27	25
47	F	1	1	N	1	N	1	1	23	18	32
48	F	2	1	N	1	N	1	1	15	22	26
20	F	3	3	N	1	N	2	1	23	18	26
9	F	1	1	N	2	N	1	1	13	21	29
15	F	1	1	N	2	Y	2	1	19	24	28
66	F	1	1	N	2	N	1	1	12	23	32
41	F	1	2	N	2	Y	2	1	25	26	36
18	F	2	2	N	2	Y	2	1	25	25	21
30	F	2	2	N	2	N	1	1	31	23	30
88	F	3	2	N	2	Y	2	1	16	24	28
90	F	3	2	N	2	N	1	1	13	24	31
51	M	3	3	N	2	N	1	1	16	22	40
58	F	3	3	N	2	Y	2	1	31	22	35
74	F	3	3	N	2	Y	1	1	9	21	38
25	F	1	1	N	3	Y	3	2	35	26	26
50	F	2	1	N	3	Y	2	2	43	27	28
75	F	2	1	N	3	N	1	1	07	22	22
5	M	3	1	N	3	N	1	1	32	24	23
16	F	3	1	N	3	N	3	1	7	23	24
63	F	3	1	N	3	N	2	1	36	25	29
62	M	2	2	N	3	N	1	1	37	26	32
21	M	3	2	N	3	N	2	2	19	26	30
32	F	3	2	N	3	N	2	2	22	21	24
52	F	3	2	N	3	Y	1	1	33	23	23
53	F	3	2	N	3	Y	2	2	32	25	20
7	F	3	3	N	3	N	1	1	8	25	39
8	F	3	3	N	3	N	2	1	35	25	26
14	F	3	3	N	3	Y	2	1	50	28	24
29	F	3	3	N	3	Y	2	1	16	23	24
31	F	3	3	N	3	N	1	1	29	26	32
42	F	3	3	N	3	N	2	2	30	23	26
67	F	3	3	N	3	N	4	4	34	24	21

Table ordered by

GRADUATE HOURS

Table ordered by

WRITTEN BOOK SELECTION POLICY

						↓					
5	M	3	1	N	3	N	1	1	32	24	23
73	M	1	2	Y		N	3	1	43	23	25
21	M	3	2	N	3	N	2	2	19	26	30
62	M	2	2	N	3	N	1	1	37	26	32
77	M	1	1	Y		N	1	1	20	20	37
51	M	3	3	N	2	N	1	1	16	22	40
1	F	3	3	Y		N	2	1	37	25	15
94	F	1	1	Y		N	4	4	40	22	19
93	F	3	3	Y		N	2	4	22	20	21
49	F	3	3	Y		N	2	2	15	22	21
67	F	3	3	N	3	N	4	4	34	24	21
85	F	1	1	N		N	2	1	12	18	22
75	F	2	1	N	3	N	1	1	07	22	22
32	F	3	2	N	3	N	2	2	22	21	24
16	F	3	1	N	3	N	3	1	7	23	24
28	F	2	1	Y		N	3	2	44	24	24
33	F	1	1	N	1	N	1	1	21	27	25
20	F	3	3	N	1	N	2	1	23	18	26
48	F	2	1	N	1	N	1	1	15	22	26
42	F	3	3	N	3	N	2	2	30	23	26
8	F	3	3	N	3	N	2	1	35	23	26
59	F	1	1	N		N	2	1	33	25	28
61	F	3	2	Y		N	3	2	45	28	28
9	F	1	1	N	2	N	1	1	13	21	29
63	F	3	1	N	3	N	2	1	36	25	29
30	F	2	2	N	2	N	1	1	31	23	30
90	F	3	2	N	2	N	1	1	13	24	31
47	F	1	1	N	1	N	1	1	23	18	32
66	F	1	1	N	2	N	1	1	12	23	32
31	F	3	3	N	3	N	1	1	29	26	32
7	F	3	3	N	3	N	1	1	8	25	39
11	F	3	3	Y		N	1	1	22	18	42
84	M	2	3	Y		Y	4	4	69	28	20
40	M	3	3	Y		Y	4	4	37	18	22
87	M	3	3	Y		Y	2	2	31	27	28
64	M	3	2	Y		Y	4	3	36	25	30
78	F	1	1	N		Y	2	2	31	23	10
38	F	1	1	Y		Y	4	4	34	21	20
24	F	2	1	Y		Y	1	1	20	25	20
53	F	3	2	N	3	Y	2	2	32	25	20
35	F	1	1	N		Y	3	2	38	22	20
18	F	2	2	N	2	Y	2	1	25	25	21
34	F	1	1	N		Y	1	1	30	24	22
52	F	3	2	N	3	Y	1	1	33	23	23
70	F	2	2	Y		Y	4	4	47	25	23
29	F	3	3	N	3	Y	2	1	16	23	24
17	F	3	3	Y		Y	3	2	33	27	24
4	F	3	3	Y		Y	1	1	45	27	24
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27	F	3	1	Y		Y	2	2	34	22	26
44	F	3	3	Y		Y	3	3	48	25	26
25	F	1	1	N	3	Y	3	2	35	26	26
13	F	3	3	Y		Y	2	2	42	28	26
82	F	3	3	Y		Y	3	4	48	28	26
22	F	2	2	Y		Y	4	3	50	29	27
88	F	3	2	N	2	Y	2	1	16	24	28
15	F	1	1	N	2	Y	2	1	19	24	28
6	F	3	3	Y		Y	3	2	39	25	28
50	F	2	1	N	3	Y	2	2	43	27	28
81	F	1	1	Y		Y	2	1	48	28	31
37	F	3	3	Y		Y	4	4	43	19	32
71	F	1	1	Y		Y	4	4	43	21	32
56	F	3	2	Y		Y	2	1	22	26	32
68	F	3	2	Y		Y	4	4	42	26	32
58	F	3	3	N	2	Y	2	1	31	22	35
83	F	3	3	Y		Y	4	4	52	25	36
41	F	1	2	N	2	Y	2	1	25	26	36
60	F	2	2	N		Y	1	1	09	25	37
74	F	3	3	N	2	Y	1	1	9	21	38
57	F	3	3	Y		Y	4	3	44	26	40

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34	F	1	1	N		Y	1	1	30	24	22
77	M	1	1	Y		N	1	1	20	20	37
24	F	2	1	Y		Y	1	1	20	25	20
60	F	2	2	N		Y	1	1	09	25	37
4	F	3	3	Y		Y	1	1	45	27	24
11	F	3	3	Y		N	1	1	22	18	42
33	F	1	1	N	1	N	1	1	21	27	25
47	F	1	1	N	1	N	1	1	23	18	32
48	F	2	1	N	1	N	1	1	15	22	26
9	F	1	1	N	2	N	1	1	13	21	29
66	F	1	1	N	2	N	1	1	12	23	32
30	F	2	2	N	2	N	1	1	31	23	30
90	F	3	2	N	2	N	1	1	13	24	31
51	M	3	3	N	2	N	1	1	16	22	40
74	F	3	3	N	2	Y	1	1	9	21	38
75	F	2	1	N	3	N	1	1	07	22	22
5	M	3	1	N	3	N	1	1	32	24	23
62	M	2	2	N	3	N	1	1	37	26	32
52	F	3	2	N	3	Y	1	1	33	23	23
7	F	3	3	N	3	N	1	1	8	25	39
31	F	3	3	N	3	N	1	1	29	26	32
59	F	1	1	N		N	2	1	33	25	26
78	F	1	1	N		Y	2	2	31	23	10
81	F	1	1	Y		Y	2	1	48	28	31
85	F	1	1	N		N	2	1	12	18	22
27	F	3	1	Y		Y	2	2	34	22	26
56	F	3	2	Y		Y	2	1	22	26	32
1	F	3	3	Y		N	2	1	37	25	15
13	F	3	3	Y		Y	2	2	42	28	26
49	F	3	3	Y		N	2	2	15	22	21
87	M	3	3	Y		Y	2	2	31	27	28
93	F	3	3	Y		N	2	4	22	20	21
20	F	3	3	N	1	N	2	1	23	18	26
15	F	1	1	N	2	Y	2	1	19	24	28
41	F	1	2	N	2	Y	2	1	25	26	36
18	F	2	2	N	2	Y	2	1	25	25	21
88	F	3	2	N	2	Y	2	1	16	24	26
58	F	3	3	N	2	Y	2	1	31	22	35
50	F	2	1	N	3	Y	2	2	43	27	28
63	F	3	1	N	3	N	2	1	36	25	29
21	M	3	2	N	3	N	2	2	19	26	30
32	F	3	2	N	3	N	2	2	22	21	24
53	F	3	2	N	3	Y	2	2	32	25	20
8	F	3	3	N	3	N	2	1	35	23	26
14	F	3	3	N	3	Y	2	1	50	28	24
29	F	3	3	N	3	Y	2	1	16	23	24
42	F	3	3	N	3	N	2	2	30	23	26
35	F	1	1	N		Y	3	2	38	22	20
28	F	2	1	Y		N	3	2	44	24	24
73	M	1	2	Y		N	3	1	43	23	25
61	F	3	2	Y		N	3	2	45	28	28
6	F	3	3	Y		Y	3	2	39	25	28
17	F	3	3	Y		Y	3	2	33	27	24
44	F	3	3	Y		Y	3	3	48	25	26
82	F	3	3	Y		Y	3	4	48	28	26
25	F	1	1	N	3	Y	3	2	35	26	26
16	F	3	1	N	3	N	3	1	7	23	24
38	F	1	1	Y		Y	4	4	54	21	20
71	F	1	1	Y		Y	4	4	43	21	32
94	F	1	1	Y		N	4	4	40	22	19
22	F	2	2	Y		Y	4	3	50	29	27
70	F	2	2	Y		Y	4	4	47	25	23
64	M	3	2	Y		Y	4	3	36	25	30
68	F	3	2	Y		Y	4	4	42	26	32
84	M	2	3	Y		Y	4	4	69	28	20
37	F	3	3	Y		Y	4	4	43	19	32
40	M	3	3	Y		Y	4	4	37	18	22
83	F	3	3	Y		Y	4	4	52	25	36
57	F	3	3	Y		Y	4	3	44	26	40
67	F	3	3	N	3	N	4	4	34	24	21

Table ordered by

SCHOOL ENROLLMENT

5	M	3	1	N	3	N	1	1	32	24	23
~~62~~	~~M~~	~~2~~	~~2~~	~~N~~	~~3~~	~~N~~	~~1~~	~~1~~	~~37~~	~~26~~	~~32~~
51	M	3	3	N	2	N	1	1	16	22	40
85	F	1	1	N		N	2	1	12	18	22
~~75~~	~~F~~	~~2~~	~~1~~	~~N~~	~~3~~	~~N~~	~~1~~	~~1~~	~~07~~	~~22~~	~~22~~
16	F	3	1	N	3	N	3	1	7	23	24
33	F	1	1	N	1	N	1	1	21	27	25
~~20~~	~~F~~	~~3~~	~~3~~	~~N~~	~~1~~	~~N~~	~~2~~	~~1~~	~~23~~	~~18~~	~~26~~
48	F	2	1	N	1	N	1	1	15	22	26
8	F	3	3	N	3	N	2	1	35	23	26
~~59~~	~~F~~	~~1~~	~~1~~	~~N~~		~~N~~	~~2~~	~~1~~	~~33~~	~~25~~	~~28~~
9	F	1	1	N	2	N	1	1	13	21	29
63	F	3	1	N	3	N	2	1	36	25	29
~~30~~	~~F~~	~~2~~	~~2~~	~~N~~	~~2~~	~~N~~	~~1~~	~~1~~	~~31~~	~~23~~	~~30~~
90	F	3	2	N	2	N	1	1	13	24	31
47	F	1	1	N	1	N	1	1	23	18	32
~~66~~	~~F~~	~~1~~	~~1~~	~~N~~	~~2~~	~~N~~	~~1~~	~~1~~	~~12~~	~~23~~	~~32~~
31	F	3	3	N	3	N	1	1	29	26	32
7	F	3	3	N	3	N	1	1	8	25	39
~~18~~	~~F~~	~~2~~	~~2~~	~~N~~	~~2~~	~~Y~~	~~2~~	~~1~~	~~25~~	~~25~~	~~21~~
34	F	1	1	N		Y	1	1	30	24	22
52	F	3	2	N	3	Y	1	1	33	23	23
~~29~~	~~F~~	~~3~~	~~3~~	~~N~~	~~3~~	~~Y~~	~~2~~	~~1~~	~~16~~	~~23~~	~~24~~
14	F	3	3	N	3	Y	2	1	50	28	24
88	F	3	2	N	2	Y	2	1	16	24	28
~~15~~	~~F~~	~~1~~	~~1~~	~~N~~	~~2~~	~~Y~~	~~2~~	~~1~~	~~19~~	~~24~~	~~28~~
58	F	3	3	N	2	Y	2	1	31	22	35
41	F	1	2	N	2	Y	2	1	25	26	36
~~60~~	~~F~~	~~2~~	~~2~~	~~N~~		~~Y~~	~~1~~	~~1~~	~~09~~	~~25~~	~~37~~
74	F	3	3	N	2	Y	1	1	9	21	38
73	M	1	2	Y		N	3	1	43	23	25
~~77~~	~~M~~	~~1~~	~~1~~	~~Y~~		~~N~~	~~1~~	~~1~~	~~20~~	~~20~~	~~37~~
1	F	3	3	Y		N	2	1	37	25	15
11	F	3	3	Y		N	1	1	22	18	42
~~24~~	~~F~~	~~2~~	~~1~~	~~Y~~		~~Y~~	~~1~~	~~1~~	~~20~~	~~25~~	~~20~~
4	F	3	3	Y		Y	1	1	45	27	24
81	F	1	1	Y		Y	2	1	48	28	31
~~56~~	~~F~~	~~3~~	~~2~~	~~Y~~		~~Y~~	~~2~~	~~1~~	~~22~~	~~26~~	~~32~~
21	M	3	2	N	3	N	2	2	19	26	30
32	F	3	2	N	3	N	2	2	22	21	24
~~42~~	~~F~~	~~3~~	~~3~~	~~N~~	~~3~~	~~N~~	~~2~~	~~2~~	~~30~~	~~23~~	~~26~~
78	F	1	1	N		Y	2	2	31	23	10
53	F	3	2	N	3	Y	2	2	32	25	20
~~35~~	~~F~~	~~1~~	~~1~~	~~N~~		~~Y~~	~~3~~	~~2~~	~~38~~	~~22~~	~~23~~
25	F	1	1	N	3	Y	3	2	35	26	26
50	F	2	1	N	3	Y	2	2	43	27	28
49	F	3	3	Y		N	2	2	15	22	21
28	F	2	1	Y		N	3	2	44	24	24
61	F	3	2	Y		N	3	2	45	28	28
~~87~~	~~M~~	~~3~~	~~3~~	~~Y~~		~~Y~~	~~2~~	~~2~~	~~31~~	~~27~~	~~28~~
17	F	3	3	Y		Y	3	2	33	27	24
27	F	3	1	Y		Y	2	2	34	22	26
~~13~~	~~F~~	~~3~~	~~3~~	~~Y~~		~~Y~~	~~2~~	~~2~~	~~42~~	~~28~~	~~26~~
6	F	3	3	Y		Y	3	2	39	25	28

Table ordered by

SIZE OF COMMUNITY

64	M	3	2	Y		Y	4	3	36	25	30
44	F	3	3	Y		Y	3	3	48	25	26
22	F	2	2	Y		Y	4	3	50	29	27
57	F	3	3	Y		Y	4	3	44	26	40
~~67~~	~~F~~	~~3~~	~~3~~	~~N~~	~~3~~	~~N~~	~~4~~	~~4~~	~~34~~	~~24~~	~~21~~
94	F	1	1	Y		N	4	4	40	22	19
93	F	3	3	Y		N	2	4	22	20	21
~~84~~	~~M~~	~~2~~	~~3~~	~~Y~~		~~Y~~	~~4~~	~~4~~	~~69~~	~~28~~	~~20~~
40	M	3	3	Y		Y	4	4	37	18	22
38	F	1	1	Y		Y	4	4	54	21	20
~~70~~	~~F~~	~~2~~	~~2~~	~~Y~~		~~Y~~	~~4~~	~~4~~	~~47~~	~~25~~	~~23~~
82	F	3	3	Y		Y	3	4	48	28	26
37	F	3	3	Y		Y	4	4	43	19	32
~~71~~	~~F~~	~~1~~	~~1~~	~~Y~~		~~Y~~	~~4~~	~~4~~	~~43~~	~~21~~	~~32~~
68	F	3	2	Y		Y	4	4	42	26	32
83	F	3	3	Y		Y	4	4	52	25	36

16	F	3	1	N	3	N	3	1	7	23	24
75	F	2	1	N	3	N	1	1	07	22	22
60	F	2	2	N		Y	1	1	09	25	37
7	F	3	3	N	3	N	1	1	8	25	39
74	F	3	3	N	2	Y	1	1	9	21	38
66	F	1	1	N	2	N	1	1	12	23	32
85	F	1	1	N		N	2	1	12	18	22
9	F	1	1	N	2	N	1	1	13	21	29
90	F	3	2	N	2	N	1	1	13	24	31
48	F	2	1	N	1	N	1	1	15	22	26
49	F	3	3	Y		N	2	2	15	22	21
51	M	3	3	N	2	N	1	1	16	22	40
88	F	3	2	N	2	Y	2	1	16	24	28
29	F	3	3	N	3	Y	2	1	16	23	24
15	F	1	1	N	2	Y	2	1	19	24	28
21	M	3	2	N	3	N	2	2	19	26	30
77	M	1	1	Y		N	1	1	20	20	37
24	F	2	1	Y		Y	1	1	20	25	20
33	F	1	1	N	1	N	1	1	21	27	25
11	F	3	3	Y		N	1	1	22	18	42
56	F	3	2	Y		Y	2	1	22	26	32
93	F	3	3	Y		N	2	4	22	20	21
32	F	3	2	N	3	N	2	2	22	21	24
47	F	1	1	N	1	N	1	1	23	18	32
20	F	3	3	N	1	N	2	1	23	18	26
41	F	1	2	N	2	Y	2	1	25	26	36
18	F	2	2	N	2	Y	2	1	25	25	21
31	F	3	3	N	3	N	1	1	29	26	32
34	F	1	1	N		Y	1	1	30	24	22
42	F	3	3	N	3	N	2	2	30	23	26
30	F	2	2	N	2	N	1	1	31	23	30
78	F	1	1	N		Y	2	2	31	23	10
87	M	3	3	Y		Y	2	2	31	27	28
58	F	3	3	N	2	Y	2	1	31	22	35
5	M	3	1	N	3	N	1	1	32	24	23
53	F	3	2	N	3	Y	2	2	32	25	20
52	F	3	2	N	3	Y	1	1	33	23	23
59	F	1	1	N		N	2	1	33	25	28
17	F	3	3	Y		Y	3	2	33	27	24
27	F	3	1	Y		Y	2	2	34	22	26
67	F	3	3	N	3	N	4	4	34	24	21
8	F	3	3	N	3	N	2	1	35	23	26
25	F	1	1	N	3	Y	3	2	35	26	26
63	F	3	1	N	3	N	2	1	36	25	29
64	M	3	2	Y		Y	4	3	36	25	30
62	M	2	2	N	3	N	1	1	37	26	32
1	F	3	3	Y		N	2	1	37	25	15
40	M	3	3	Y		Y	4	4	37	18	22
35	F	1	1	N		Y	3	2	38	22	20
6	F	3	3	Y		Y	3	2	39	25	28
94	F	1	1	Y		N	4	4	40	22	19
13	F	3	3	Y		Y	2	2	42	28	26
68	F	3	2	Y		Y	4	4	42	26	32
50	F	2	1	N	3	Y	2	2	43	27	28
73	M	1	2	Y		N	3	1	43	23	25
71	F	1	1	Y		Y	4	4	43	21	32
37	F	3	3	Y		Y	4	4	43	19	32
28	F	2	1	Y		N	3	2	44	24	24
57	F	3	3	Y		Y	4	3	44	26	40
4	F	3	3	Y		Y	1	1	45	27	24
61	F	3	2	Y		N	3	2	45	28	28
70	F	2	2	Y		Y	4	4	47	25	23
81	F	1	1	Y		Y	2	1	48	28	31
44	F	3	3	Y		Y	3	3	48	25	26
82	F	3	3	Y		Y	3	4	48	28	26
14	F	3	3	N	3	Y	2	1	50	28	24
22	F	2	2	Y		Y	4	3	50	29	27
83	F	3	3	Y		Y	4	4	52	25	36
38	F	1	1	Y		Y	4	4	54	21	20
84	M	2	3	Y		Y	4	4	69	28	20

Table ordered by

SECTION I

Table ordered by

SECTION II

85	F	1	1	N		N	2	1	12	18	22
11	F	3	3	Y		N	1	1	22	18	42
47	F	1	1	N	1	N	1	1	23	18	32
20	F	3	3	N	1	N	2	1	23	18	26
40	M	3	3	Y		Y	4	4	37	18	22
37	F	3	3	Y		Y	4	4	43	19	32
77	M	1	1	Y		N	1	1	20	20	37
93	F	3	3	Y		N	2	4	22	20	21
74	F	3	3	N	2	Y	1	1	9	21	38
9	F	1	1	N	2	N	1	1	13	21	29
32	F	3	2	N	3	N	2	2	22	21	24
71	F	1	1	Y		Y	4	4	43	21	32
38	F	1	1	Y		Y	4	4	54	21	20
75	F	2	1	N	3	N	1	1	07	22	22
48	F	2	1	N	1	N	1	1	15	22	26
49	F	3	3	Y		N	2	2	15	22	21
51	M	3	3	N	2	N	1	1	16	22	40
58	F	3	3	N	2	Y	2	1	31	22	35
27	F	3	1	Y		Y	2	2	34	22	26
35	F	1	1	N		Y	3	2	38	22	2J
94	F	1	1	Y		N	4	4	40	22	19
16	F	3	1	N	3	N	3	1	7	23	24
66	F	1	1	N	2	N	1	1	12	23	32
29	F	3	3	N	3	Y	2	1	16	23	24
42	F	3	3	N	3	N	2	2	30	23	26
30	F	2	2	N	2	N	1	1	31	23	30
78	F	1	1	N		Y	2	2	31	23	10
52	F	3	2	N	3	Y	1	1	33	23	23
8	F	3	3	N	3	N	2	1	35	23	26
73	M	1	2	Y		N	3	1	43	23	25
90	F	3	2	N	2	N	1	1	13	24	31
88	F	3	2	N	2	Y	2	1	16	24	28
15	F	1	1	N	2	Y	2	1	19	24	28
34	F	1	1	N		Y	1	1	30	24	22
5	M	3	1	N	3	N	1	1	32	24	23
67	F	3	3	N	3	N	4	4	34	24	21
28	F	2	1	Y		N	3	2	44	24	24
60	F	2	2	N		Y	1	1	09	25	37
7	F	3	3	N	3	N	1	1	8	25	39
24	F	2	1	Y		Y	1	1	20	25	20
18	F	2	2	N	2	Y	2	1	25	25	21
53	F	3	2	N	3	Y	2	2	32	25	20
59	F	1	1	N		N	2	1	33	25	28
63	F	3	1	N	3	N	2	1	36	25	29
64	M	3	2	Y		Y	4	3	36	25	30
1	F	3	3	Y		N	2	1	37	25	15
6	F	3	3	Y		Y	3	2	39	25	28
70	F	2	2	Y		Y	4	4	47	25	23
44	F	3	3	Y		Y	3	3	48	25	26
83	F	3	3	Y		Y	4	4	52	25	36
21	M	3	2	N	3	N	2	2	19	26	30
56	F	3	2	Y		Y	2	1	22	26	32
41	F	1	2	N	2	Y	2	1	25	26	36
31	F	3	3	N	3	N	1	1	29	26	32
25	F	1	1	N	3	Y	3	2	35	26	26
62	M	2	2	N	3	N	1	1	37	26	32
68	F	3	2	Y		Y	4	4	42	26	32
57	F	3	3	Y		Y	4	3	44	26	40
33	F	1	1	N	1	N	1	1	21	27	25
87	M	3	3	Y		Y	2	2	31	27	28
17	F	3	3	Y		Y	3	2	33	27	24
50	F	2	1	N	3	Y	2	2	43	27	28
4	F	3	3	Y		Y	1	1	45	27	24
13	F	3	3	Y		Y	2	2	42	28	26
61	F	3	2	Y		N	3	2	45	28	28
81	F	1	1	Y		Y	2	1	48	28	31
82	F	3	3	Y		Y	3	4	48	28	26
14	F	3	3	N	3	Y	2	1	50	28	24
84	M	2	3	Y		Y	4	4	69	28	20
22	F	2	2	Y		Y	4	3	50	29	27

Table ordered by

SECTION III

78	F	1	1	N		Y	2	2	31	23	10
1	F	3	3	Y		N	2	1	37	25	15
94	F	1	1	Y		N	4	4	40	22	19
38	F	1	1	Y		Y	4	4	54	21	20
24	F	2	1	Y		Y	1	1	20	25	20
53	F	3	2	N	3	Y	2	2	32	25	20
84	M	2	3	Y		Y	4	4	69	28	20
93	F	3	3	Y		N	2	4	22	20	21
49	F	3	3	Y		N	2	2	15	22	21
35	F	1	1	N		Y	3	2	38	22	20
67	F	3	3	N	3	N	4	4	34	24	21
18	F	2	2	N	2	Y	2	1	25	25	21
85	F	1	1	N		N	2	1	12	18	22
40	M	3	3	Y		Y	4	4	37	18	22
75	F	2	1	N	3	N	1	1	07	22	22
34	F	1	1	N		Y	1	1	30	24	22
52	F	3	2	N	3	Y	1	1	33	23	23
5	M	3	1	N	3	N	1	1	32	24	23
70	F	2	2	Y		Y	4	4	47	25	23
32	F	3	2	N	3	N	2	2	22	21	24
16	F	3	1	N	3	N	3	1	7	23	24
29	F	3	3	N	3	Y	2	1	16	23	24
28	F	2	1	Y		N	3	2	44	24	24
17	F	3	3	Y		Y	3	2	33	27	24
4	F	3	3	Y		Y	1	1	45	27	24
14	F	3	3	N	3	Y	2	1	50	28	24
73	M	1	2	Y		N	3	1	43	23	25
33	F	1	1	N	1	N	1	1	21	27	25
20	F	3	3	N	1	N	2	1	23	18	26
48	F	2	1	N	1	N	1	1	15	22	26
27	F	3	1	Y		Y	2	2	34	22	26
42	F	3	3	N	3	N	2	2	30	23	26
8	F	3	3	N	3	N	2	1	35	23	26
44	F	3	3	Y		Y	3	3	48	25	26
25	F	1	1	N	3	Y	3	2	35	26	26
13	F	3	3	Y		Y	2	2	42	28	26
82	F	3	3	Y		Y	3	4	48	28	26
22	F	2	2	Y		Y	4	3	50	29	27
88	F	3	2	N	2	Y	2	1	16	24	28
15	F	1	1	N	2	Y	2	1	19	24	28
59	F	1	1	N		N	2	1	33	25	28
6	F	3	3	Y		Y	3	2	39	25	28
87	M	3	3	Y		Y	2	2	31	27	28
50	F	2	1	N	3	Y	2	2	43	27	28
61	F	3	2	Y		N	3	2	45	28	28
9	F	1	1	N	2	N	1	1	13	21	29
63	F	3	1	N	3	N	2	1	36	25	29
30	F	2	2	N	2	N	1	1	31	23	30
64	M	3	2	Y		Y	4	3	36	25	30
21	M	3	2	N	3	N	2	2	19	26	30
90	F	3	2	N	2	N	1	1	13	24	31
81	F	1	1	Y		Y	2	1	48	28	31
47	F	1	1	N	1	N	1	1	23	18	32
37	F	3	3	Y		Y	4	4	43	19	32
71	F	1	1	Y		Y	4	4	43	21	32
66	F	1	1	N	2	N	1	1	12	23	32
56	F	3	2	Y		Y	2	1	22	26	32
31	F	3	3	N	3	N	1	1	29	26	32
62	M	2	2	N	3	N	1	1	37	26	32
68	F	3	2	Y		Y	4	4	42	26	32
58	F	3	3	N	2	Y	2	1	31	22	35
83	F	3	3	Y		Y	4	4	52	25	36
41	F	1	2	N	2	Y	2	1	25	26	36
77	M	1	1	Y		N	1	1	20	20	37
60	F	2	2	N		Y	1	1	09	25	37
74	F	3	3	N	2	Y	1	1	9	21	38
7	F	3	3	N	3	N	1	1	8	25	39
51	M	3	3	N	2	N	1	1	16	22	40
57	F	3	3	Y		Y	4	3	44	26	40
11	F	3	3	Y		N	1	1	22	18	42

APPENDIX VI

COMMENTS BY THE SAMPLE

Comments from the Sample

A. General

1. "Good luck - I have a Masters degree in education - many school librarians are educators first and librarians second."

2. "Good luck in your work! I'm not at all sure what you are looking for. Where are your questions concerning the intellectual freedom to read the great names in political science? How come they aren't on your list of books available in my library?"

3. "I think some of these questions have no bearing on the actual subject matter of this questionnaire--Intellectual Freedom of HS Library Material."

4. "Agh! Agh! Agh!"

5. "...Jesus Christ Superstar has not been ordered because I dislike having materials get lost or worn out that quickly."

B. Section I

1. Understanding Sex: A Young persons Guide "Would be deleted by Bd. of Ed."

2. Rossman, Two Children by Choice. "Would be deleted by Bd. of Ed."

3. About Venereal Disease. "Would be deleted by Bd. of Ed."

4. "Hair" "Would be questioned here."

5. Psychology Today. "Did have, but Supt. of Schools removed them."

6. "In section I, I'm wondering what your point is. We have several similar books, but not those exact titles."

7. "We order only once a year, our budget limits what titles we purchase. I feel that in many cases we have the subject area covered with other titles."

8. Our Time is Now: Notes from the HS Underground. "Removed from shelf by principal."

C. Section III

1. "Section III is terribly slanted. I cannot really answer any of them. Parts of the statements I am in agreement with, but I do not agree with the complete statement."

2. Ref. Question 9. "I do not judge by heresay."

3. Ref. Question 9. "I don't know. I'm rarely invited to orgies."

4. Ref. Question 9. "How would I know about either."

5. Ref. Question 10. "With women's lib., rape will no longer be considered the same crime."

6. "Ambiguous questions: Circumstances would alter answers in many cases such as number 10. An illness must be treated and rights must be protected of both parties. A known rapist should not be turned loose to commit the crime again. Also extenuating conditions..1st offense or 10th."

7. "I'm afraid you have weighted your questions. They all need qualifications."

8. "You've got to be kidding!"

9. "I don't see how this applies to librarianship."

10. "I think these questions are ambiguous as they include opposite ideas in the same question."

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